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Reports of the Mississippi State Superintendent of Public Education

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Annual report of the State Superintendent of Public Education, to the Legislature of Mississippi, <[1876]>-1877

Biennial report of the State Superintendent of Public Education, to the Legislature of Mississippi, for the years ... (1878--'79)-<(1893-'94 and 1894-'95)>

BIENNIAL REPORT

—OF THE—

State Superintendent

—OF—

PUBLIC EDUCATION,

—TO THE—

LEGISLATURE OF MISSISSIPPI,

FOR THE YEARS 1886-'87.

Printed by Authority.

JACKSON, MISS.:
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1888.

BIENNIAL REPORT
OF THE
STATE SUPERINTENDENT OF PUBLIC EDUCATION,
FOR THE YEARS 1886 AND 1887.

To His Excellency, Robert Lowry, and the Legislature of Mississippi:

In compliance with the law, I have the honor to submit to you this report of the Department of Education, for the scholastic years 1886 and 1886-7.

The measures of reform enacted by the Legislature of 1886 have unquestionably vitalized and invigorated our system of public education, and brought the cause of free schools prominently and pointedly to the attention of our people.

I deem it proper in this report to review the causes which led to a revision of our school laws, by pointing out the defects which encumbered the system, and to show the results of the legislation which aimed to correct these evils and to place our schools upon a basis which would command the confidence and approbation of our people, by accomplishing the purposes for which they are maintained.

Reviewing the legislation of the past fifteen years, we see that our school system had been undergoing the phases of development incident to every enterprise requiring complicated machinery and involving interests important and often antagonistic. Even when fostered by concordant public sentiment and by the most intelligent legislation, a system of public schools is of necessity the growth of many years and the result of many experiments.

Peculiar difficulties met us at the outset. We had to experiment before we could expect to advance. Dealing with a dual population, the larger portion of which were wholly illiterate and in the main non-taxpayers, we encountered obstacles not met with in States where the people are homogeneous. It was not to be expected that a system of such magnitude could be perfected in fifteen years, or that laws could be enacted to operate unerringly in the solution of such a complex problem; hence our efforts to establish a system of free schools have been chiefly tentative and experimental, and they must so con-

tinue for many years to come. Measures conceived in the broadest liberality must be tested by trial, and the results carefully noted, so that we may have experience to guide us in every modification we make in our laws. This experience should be closely and intelligently compared with that of other States, in order to base our conclusions on a wider generalization.

From the stand-point of its development up to 1886, it was patent to all who had given the subject even casual consideration, that our schools were not educating our children, and our experiments showed conclusively that a revision of the law was needed, to remove the causes of failure. These defects had been pointed out from time to time by my predecessors, and may be stated as follows: 1. A want of qualified teachers. 2. Too many schools. 3. No supervision and inspection of the teaching force. 4. A waste of the school fund by dividing the term into sessions of two months each.

INSUFFICIENT SUPPLY OF QUALIFIED TEACHERS.

When we established free schools the vital question was, how to get teachers of any kind to fill our schools. Among our own people we had few qualified teachers even among the whites, and to import aliens to educate our children was a policy at once repugnant and injudicious. A supply of qualified teachers has been the prime need from the beginning, and the lack of them is the one great evil which has obstructed our progress. In the administration of our laws a license to teach was within the reach of any tyro who could call to his assistance enough personal influence to induce a kind-hearted superintendent to waive an examination on the ground that the applicant *needed* the place and was represented as suited to the community where he proposed to teach. If a house is to be erected, a carpenter who understands building is selected; but to teach our country schools—where four-fifths of the children of this State must receive all the education they get—it was thought sufficient merely to state that the applicant was “*rusty*, but *needed* the place.” It is well known that this was the rule throughout the State. It may have been necessary in the outset to employ teachers of limited scholarship, but that necessity was based on a lack of teachers properly qualified, and should not have been made the foundation of an excuse for perverting our school fund into a charity for the support of needy ignoramuses. In some counties, it is true, where superintendents were bold to brave unpopularity and were animated by a determination to force poor teachers from the field, there were examinations, and in these counties the schools advanced constantly in efficient work; but the examinations were highly unpopular, as they always will be if left to the judgment of those who are not qualified to pass them.

Want of money to sustain the schools had done far less injury to the cause of education than this neglect to establish and enforce a uniform test of scholarship—a test which would insure competency by stimulating teachers to improve in knowledge year by year. The great defect in our system has been and is the want of competent teachers. It had made the system weakest at the point where it should be strongest.

TWO MANY SCHOOLS.

The location of schools under our laws prior to 1886, was placed in the hands of the Supervisors. The law required the schools to be three miles apart, but were an exception providing for the pay of teachers in small schools, which had located on account of impassable obstructions. The distance apart was generally disregarded and the exception came to be the rule. By this means schools were located at the instance of every neighborhood faction. The education of the children was overlooked, in the zeal to get a school located for a particular teacher, who resided in the neighborhood and needed a support. Indigence was the leading argument in favor of such applicants.

Counties were thus overburdened with little schools where emulation among pupils was impossible, and where the pay was too small to employ proficient teachers.

This was a process of continual disintegration and too many schools was the result. The school fund was not equal to the demands made upon it, and local relief bills were passed to levy additional tax to make up the deficit.

THE SUPERVISION AND INSPECTION OF THE TEACHERS' WORK.

When the people of the State wrested the Government from the sway of aliens, they found themselves oppressed by taxation and official extravagance. They at once reduced all departments of the Government to what was regarded the lowest cost compatible with efficient service. The office of County Superintendent had been debased in many instances by maladministration, and was virtually abolished, being changed into a mere clerkship and the salary reduced to a sum which was a meagre compensation even for that. Here we struck a great blow to the progress of public education. The State was yearly spending three-quarters of a million of dollars, with no agents to see how it was spent, or whether the children were receiving an education.

In every private or corporate enterprise, the necessity of supervision is recognized and the most skilled men employed to see that the subordinate agents perform their duties. No man employs a gang of laborers without selecting a foreman for them; every factory and railroad has its superintendent;

every merchant his chief clerk; every machine shop its master mechanic; in short in every business of life we see that success is reached by a systematic organization of labor under intelligent supervision. From 1876 to 1886 our State neglected this universal business principle by eliminating from the office of Superintendent the very duties which the name implies.

WASTE OF THE SCHOOL FUND BY DIVIDING THE SESSION.

It had become a practice in many portions of the State to divide the term into two sessions. This had its origin in the claim that in an agricultural country the children could not be spared from work for four successive months. The claim when made means simply this: that our people must make slaves of their children, that they must rob them of the opportunity to become intelligent citizens, that parents must have the labor, and neglect the education of their own off-spring. If our experiments have proved any one thing conclusively; if the opinion of our best teachers is worthy of any consideration; if the prosperity of a State depends on the intelligence of its citizenship; if facts and argument combined can convince a man, surely we must confess that this claim of the necessity to enslave our children to their parents until they are of age, and to ignorance for the whole of life, is one unworthy of the sacred ties of parentage, and of the intelligent citizenship of this State. It is difficult to give children even an elementary English education by a term of four consecutive months in a year, and to divide this into two parts—one of which is taught during the oppressive heat of summer—means no more nor less than making these children the galley-slaves of ignorance. Our people have not realized the significance of this evil, which, while it may give more labor, at the same time inevitably deprives of all education. The child who has toiled for his parent during eight months of the year cannot be denied the right of securing during the other four months all the advantages which the State has provided for his education.

My convictions concerning the advantages of continuous session are so strong and so fortified by the expressed judgment of nearly every County Superintendent in the State, that I am compelled to urge that no change be made in that feature of the law. Some children, I know, must work on the farms, but they seldom begin to work before they are 11 or 12 years of age. From 5 to 12 they should be permitted to have the full benefit of the public schools. Most of these very children stop school by the end of their 15th year. From 12 to 15 they can attend school during three months of the continuous term, so that in the aggregate they will not lose more than three or four month's tuition during the whole time in which they attend school.

I think that any man must admit that four months of con-

tinuous school-work each year, from 5 to 12, with three months added for each subsequent year to 15, will accomplish more towards the education of a child, than the full time, taken with the interruptions and drawbacks consequent upon dividing the term into two parts.

For these reasons I believe continuous sessions are best for children who are compelled to work. Then, taking into consideration the interests of all the children of the State, it cannot be denied that with continuous sessions we can give more education to the entire body of our scholastic population.

To illustrate: in a district of sixty educable children about forty will attend school. Twenty of these are girls and can attend during the whole term. Few boys attend the free schools after their sixteenth year. Of the twenty boys less than ten will be over eleven years of age—that is, less than half, say nine, will be old enough to work. Of these nine, it is fair to estimate that not more than six will be required to work. So thirty-four children can attend regularly during the term; and where the school opens the last of November the remaining six can attend at least three months. Thus we see the proposition resolves itself into a simple question. Shall the best interests of thirty-four children be lost sight of, while we aim to give the greatest school facilities to six?

AMENDMENTS OF 1886.

These were the prominent defects of our school system, and the resultant evils were easy to discover. The Legislature of 1886 sought to correct these evils by a revision of the school laws.

1. They provided for uniform examinations to test the scholarship of applicants to teach, and to classify those applicants so that they could be paid according to their qualifications, county superintendents being required to fix the salary of each teacher, with due regard not only to his scholarship, but also to his executive ability and the scholastic population of the district in which he was to teach. They established monthly institutes to improve the qualifications of teachers by disseminating among all the experience of the best.

2. They provided a system of districts to limit the number of schools and to make each school large enough to justify the employment of a competent teacher.

3. They required the superintendent to inspect the work of the teachers and to see that it was properly done, and also to organize and manage the institutes for the advancement of teachers in the best methods of instruction and discipline.

4. They required continuous sessions, so that the school fund might not be frittered away in worse than useless schools of only two months' duration, and provided that all schools of a term should be in session at the same time, so that the work of supervision and institutes might be systematic and effective.

5. The salary system based on the per diem average attendance had been a fruitful source of unjust discriminations and of many frauds. It was abolished, and the pay for teachers of the different grades was fixed between a maximum and a minimum limit.

These were the defects which had impeded the progress and destroyed the vitality of our school system, and these are the remedies instituted for their correction by the amendments of 1886. That these heroic remedies have created commotion and aroused opposition, is not to be wondered at when we take into consideration the number of barnacles that had to be shaken off when we began the work of repair and renovation.

That the State of Mississippi in the last decade and a half has spent on free schools nearly fifteen millions of dollars—a sum almost equal to one-eighth of her entire assessable property—is a fact not calculated to inspire enthusiastic confidence in popular education, when it is viewed in contrast with the meagre advance made in educating those who have entered life and taken the obligations of citizenship since the State assumed control of the schools. The money has been spent, and it must be conceded by any fair minded man that it has been largely squandered, producing inadequate results, doled out month by month to indigent and incompetent school keepers who were placed in charge of most sacred interests of the commonwealth, in many instances without even the semblance of a test as to their capacity and fitness for the vital trusts confided to their care.

No wonder that the "cry of the children" has risen from every hill, and that the heart of many an aspiring parent has sunk in despair over the ignorance which shrouded his growing family, and that the taxpayer who has looked in vain for results has proclaimed the whole system a farce and a fraud! And the State will go on for a decade more, and spend ten millions more of the people's money. Does it not behoove us, then, to weigh deliberately every measure looking to a systematic development of this great interest?

The most earnest advocate of popular education must stand appalled as he compares these vast expenditures with the scanty results; and the time is at hand when this comparison must be instituted.

If a man should undertake to operate a machine-shop with hands gathered in from the cotton-fields, his speedy failure would teach him a pointed lesson of experience, viz: that he should have selected skilled workmen. Can we, then, expect to operate the complex machinery of a school system without providing a reliable and strict test of the capacity of those artisans who are to labor in our great intellectual work-shop?

In the expenditure of large means in any important enterprise, the worst and unwise economy is that which fails to provide the necessary agencies and appliances to utilize all the

forces which contribute to successful results. Yet the State had ignored the fact that "a poor teacher is worse than no teacher," a maxim which is embedded in the very heart of all educational philosophy, and which has been demonstrated by the experiments of all States that have developed a system of public instruction.

No person should be permitted to teach in a public schools without a valid license issued by an agent of the State, after a careful test examination. A teacher should not be allowed to learn to teach at the expense of the children, robbing them of their time and opportunities by his futile experiments and fatal blunders.

Before satisfactory results can be reached in the administration of her public schools the State must procure competent teachers. Nearly 6,000 teachers are employed annually, and it is safe to say that less than 1,000 of these have had any professional training. At least 1,000 more come yearly into the schools without one day's experience; while fully one-third of the whole corps are using the vocation as a temporary means of livelihood, or a stepping-stone to some more remunerative occupation.

I utter it as my most positive conviction that the greatest need of the system to-day is a corps of trained teachers. The State has squandered enough money in the last decade on worthless incompetents, to train twice the number needed to do our whole work. Every agency which will improve our teachers and tend to give us a trained corps of instructors should be engrafted on the law and applied by those who administer our school matters.

I will not pass from this subject without expressing my gratification at the excellence of many of our leading, progressive teachers. They are equal in ability, enterprise, originality and power to those of any State, and by these qualities they have risen to eminence in every county. But they alone cannot carry the dead weight of the laggards, or relieve our teaching force from the truthfulness of the strictures I have felt compelled to make upon it. Under the topics, Examinations and Institutes, I will show what the amendments of 1886 are doing towards the improvement of our teachers.

OUR SYSTEM OF EXAMINATIONS.

The State claims and exercises the right to tax her citizens for the education of her youth. Since the intelligence of each is the advantage of all, this right is generally admitted; but the State at the same time must assume the responsibility of seeing that the money is spent to the best possible advantage for the children. The aim never to be lost sight of, is how to secure the best education for the money spent. This aim should control every law-maker and every officer who administers the law.

In every State in this Union the necessity of examining teachers has always been recognized. The State must require a standard of qualifications. Examinations serve a two fold purpose: first, guarding the children from incompetent teachers; secondly, stimulating the licensed teachers to keep their knowledge fresh and ready for use.

There are several methods of testing the qualifications of teachers. In some States it is left to County Superintendents to examine how and when they please. Some States have County Boards to examine. In many of the most advanced States, the examinations are held by the Superintendent on questions prepared by the State Board of Education. This system secures uniformity of qualifications in teachers of the same grade throughout the State; it prevents favoritism; and relieves the Superintendent from undue influences brought to bear by friends and relatives of the applicant. The teacher knows that the test is certain, and he prepares to meet it.

From the narrative reports it will be seen that in the estimation of our County Superintendents we have, even with one year's trial, achieved very gratifying results. Sixty-five Superintendents bear testimony to the good effects produced in improving the qualifications of teachers.

We have established a test of scholarship by which we can classify and pay our teachers. A license now means that the holder possesses the requisite scholarship. To the trustees is left the question of suitability in other respects.

An acknowledged defect called for this great reform, and however it may be criticised, or whatever imperfections may be pointed out in its operations up to the present, there is no doubt that it has caused the teachers to study more within the last fifteen months than they had done in the five preceding years. No just observer can fail to appreciate that this study has made better teachers, when he admits that the prime requisite in a teacher is scholarship, and that it is worse than folly to expect children to be educated by an ignorant teacher. A dull and rusty ax will do poor chopping, however skillfully and vigorously handled.

Although the State asks only that teachers shall make an honest exhibit of their proficiency, still loud complaints have been raised in many quarters by teachers and their friends on account of the stringency of the examinations.

It has been charged that teachers are driven into the darkness of text-books. No doubt they have; and many of them found it a land of Egyptian darkness, hence their wail in the wilderness. We learn that many have made highly valuable explorations in that previously unknown land, and we may rest assured that they will find more light the further they go.

The complaints prove better than all arguments the wisdom and the necessity of the examinations. Many teachers had come to regard the school fund as a special provision of the

State for their support, a vested annuity to be obtained merely by putting in their time, a pension due them for bearing the name of teacher. These utterly ignored the principle that the fund was raised to educate the children of the State, whose solemn duty demands that it shall be sacredly used to pay for the services of the best teachers to be had.

No one feature of the new law strikes deeper at the root of the cancerous evil which dwarfed all others in its baneful effects on our system of schools, and these annual examinations when held according to law by firm, competent and conscientious superintendents will eliminate the worse than worthless school-keeper from the corps of our teachers, and will guarantee to our people that licenses represent at least the possession of scholarship. Teachers who remain will not suffer their knowledge to grow dim and misty, for they must study in order to maintain their position in the ranks. A teacher who fails to improve will certainly retrograde. The annual examination is the State's test of the progress and proficiency of the teacher. It is indispensable. The rights of our children will be trampled under foot, when we abandon this strong fortress erected to protect them from ignorant teachers. This requirement of the law is for the benefit of the children, and does not aim to supply the teacher with a downy couch. The State cannot afford to take for granted that any one who claims it possesses the requisite scholarship.

Few of our teachers have had any professional training and nearly one-fourth of them enter the school rooms year by year without one day's experience. These two facts establish the necessity of annual examinations—a necessity rendered more urgent by the further fact that a majority of these teachers are employed only four months in school work, and must devote themselves to other pursuits during eight months of the year. When the harvest is ready, the farmer finds that his scythe, though carefully hung in the shelter, needs grinding to free it from accumulated rust, and to sharpen it for reaping the golden grain. The preparation for an annual examination is needed to promote the highest efficiency of our teaching force. We have, however, many teachers of established reputation, who are engaged in their work for ten months during the year. They constitute our professionals and their success has demonstrated their merit. The law now provides that such teachers may be licensed for five years, if they make an average of 95 per cent. on examination. It is reasonable to estimate that under the law one hundred State licenses will be issued annually. It would be but justice to provide that a life-license be granted to all teachers, who, at the expiration of their first, obtain a second State license, and continue regularly in the service.

I therefore recommend that the law be amended to provide for these professional licenses, and also that licenses be valid

for two years when issued to first-grade teachers who make an average of 90 per cent. and over, on the regular examinations.

The examinations sent out by this department have been freely and fully criticised and by some censured as impractical 'catch-questions.' This was to be expected. Criticism is the right and light of this age. Its tendency is always towards progress and improvement. When based on substantial reasons, not on mere prejudice and popular clamor, its power is felt and its object attained.

The questions were prepared with the greatest care, and not one asked, the subject matter of which was not covered in the ordinary text books of the country. No set of questions all equal in importance can be selected. Notwithstanding the criticisms it cannot be denied that the teacher who knows the ordinary text-books can give intelligent answers to all the questions that have been asked. We must remember, too, that it is the practice of the unsuccessful examined to censure the examiner. He naturally seeks to shift his failure to the shoulders of some one else. Our respect is due to the teacher who, recognizing in his want of knowledge the cause of his failure, seeks by thorough study to remove his deficiencies.

It must be admitted that the questions to be used as a test for determining the scholarship of all the teachers of a State require the most careful preparation and the closest and most judicious scrutiny. To this end, I suggest that the State Board of Education be empowered to select two professional teachers to assist in preparing the questions. If no question is placed on the lists without the concurrent sanction of the whole Board thus increased, all reasonable cause of complaint will be removed. We should provide the most efficient agencies for perfecting our system by making it reach its objects in the best way.

Licenses should be valid only within the territory under the supervision of the examiner. Teachers should be examined in the county of their residence, and when they obtain a school in another county the Superintendent of that county should be empowered and required to have the examination papers of the teacher transferred to his office for inspection before he licenses the applicant to teach in his county.

Our law now provides for examinations on only three days for each term. One more day should be added so that two days may be given to each race. We need an amendment covering these points.

This report contains the lists of questions sent out by this Department and also lists used in Indiana and Texas. These States have the same system of examinations as ours, and it is deemed advisable to publish the lists, so that comparisons may be instituted.

SCHOOL DISTRICTS.

In the growth of the free school system of every State the

subject of districts has presented some of the most practical and perplexing difficulties. Yet we find that the necessity of districts has been recognized and that the difficulties have not deterred the people from grappling with and solving the question and this has usually been begun at the very establishment of the system. Two elements, territorial area and scholastic population, must be considered in laying off the districts. The requirements as to these elements must be mutually elastic and a minimum limit must be fixed for each.

It is a well known fact that in nearly all our counties more schools had been located than we needed or could properly maintain, and that local dissensions and factions were year by year increasing the number. To such an alarming extent had this evil expanded that local relief bills had to be passed by the Legislature allowing counties to levy a special tax to pay warrants which had been issued against the school fund when there was no such fund in existence. Many counties were thus plunged into debt, and the teachers were forced to sell their warrants at a discount to speculators.

Notably, I may instance Hinds county, which, with an annual school fund of over \$31,000 was in two years burdened by a debt of \$65,000—a sum sufficient to build one hundred school-houses costing \$650 each, which with slight repairs would have lasted thirty years—or if loaned at 10 per cent., it would have supported, at the present cost, all the schools in the county for two months each year.

This excess of schools damaged our system in two ways. The schools became so small that qualified teachers could not be employed, and the location of the school was so uncertain that patrons would not provide suitable houses or necessary equipments. To counteract the evils originating from this source, the Legislature of 1886 embodied in the law a system of districts with twelve square miles as the minimum area—the territory to be enlarged if necessary to include forty-five educable children, but where, on account of impassable obstructions or too great distance that number of children could not be obtained, the County School Board were allowed discretion to establish a district having as few as twenty children.

Under this plan districts have already been established in many counties so as to place a school within reasonable distance of every educable child. It was not to be expected that a county could be perfectly districted at the first trial. The work will necessarily require several years of careful study and many prudent readjustments of the boundaries before we can locate the schools so as to subserve the best interests of the permanent population of each community.

This system of districting has occasioned some violent opposition to the law, partly from the defects of the law itself and and partly because the school boards of some counties, deterred by the difficulties, did not give the matter that patient atten-

tion which its importance demanded. Whenever a small school was discontinued immediate complaint arose, the people forgetting the general welfare in their own personal conveniences.

The law looks to the general welfare and to the number of schools the fund will maintain.

We must follow the almost universal experience of other States, and establish districts with definite and permanent boundaries. This is a vital necessity which we cannot disregard.

The experience of the past year has shown that an amendment to the law is needed, to provide for districts with less than twelve square miles in densely populated sections of the State. The amendment should provide for a district with nine square miles if the territory contains sixty educable children.

With this amendment we can in a few years locate definitely the boundaries of the district and thus limit the number of schools, while at the same time patrons will feel assured that whatever they expend in building and equipping school-houses will be a permanent investment for their children.

In a system like ours, where the county is the school unit, it is imperative that the number of schools be limited by two elements—territory and scholastic population—and not left to the caprice of neighborhood factions.

From the narrative reports of the County Superintendents, I find that in more than half the counties the districts have been defined by section lines and that all educable children have been accommodated except in a few cases in each county. As stated before we could not anticipate entire unanimity or complete satisfaction with the first location of districts.

Many neighborhoods which constituted proper school communities had been divided into factions because of local feuds and differences about teachers, and had induced the supervisors to give them separate schools, thus reducing the attendance at each so that a proficient teacher could be employed at neither. Any one who is at all familiar with school matters can call to mind instances of this kind.

To combine such factions into one school community would of necessity produce complaint, and the opposition to locating districts has arisen mainly from this question.

I am satisfied that most of these complaints have been groundless, and that after this year's experience, when the purposes of districts are better understood, and a more intimate knowledge of them has been acquired by the County Superintendents, by the people, and by the school board, if the law is amended as above suggested, we can at the next location so arrange the districts as to place schools within reasonable distance of all our educable children.

When this is accomplished the teachers can prepare section maps of their districts, showing the location of each patron's

residence, and we can obtain the data for an exact enumeration of the scholastic population which will enable us to distribute our funds more nearly in accordance with the requirements of the constitution.

The State cannot undertake to locate a school at every man's door. Some limit must be placed to the number of schools at some time or other in the development of our system, and it is plain that we can better meet the difficulty now than at a later period.

If we mean to make our schools command the confidence of the people by performing their true function, educating the children, we must by consolidation reduce the number until each district will be large enough to justify the employment of a qualified teacher and the whole number will not be more than the county can support.

Definite districts will inevitably lead to better houses, better teachers, and stronger local school interests. Our aim should be to locate not too many or too few districts, but just enough to accommodate the entire scholastic population. This is a necessity which we cannot disregard, and which we must meet in the face of all the difficulties that surround the subject when viewed theoretically or practically.

A provision of the school bill considered by the last Legislature required all children to attend school in the district of their residence. This provision was stricken out, and possibly wisely so during our transition period, but I am convinced that if embodied in the law it would correct an evil which now exists because of its absence. Many children attend two schools, and thus receive double tuition, and this will continue until prohibited by law. No child should be allowed to attend school outside of his own district without the consent of the trustees of both districts.

I earnestly recommend to our Legislature the most careful deliberation on the subject of districts. The matter has been fully discussed before the people and its importance calls for mature and liberal consideration.

TEXT BOOKS.

The vexed question of text-books has received my careful study for the past two years. How far should text books be uniform? The question has two phases, one from an economic, the other from an educational stand-point. The latter, being more important, should control. It answers the purposes of uniformity if all the children of each school have the same books, since classifications can then be made by the teacher, and his time utilized to the best advantage. No question can be raised as to the absolute necessity of having uniformity in each school. From an economic stand-point the other extreme of State uniformity presents the most glittering pros-

pects, and it is theoretically a tempting scheme. Many States have attempted by legislation to secure all the advantages of reduced prices of text-books, through well guarded plans for State uniformity. The results have been disastrous failures, and the schemes have been abandoned. The best educational thought is undoubtedly against State uniformity when viewed in the light shed upon the subject by the practical experience of those States where it has been tried.

We have made the county our school unit, and after careful study of this question it is my judgment that we can secure all the benefits, both as to cost of books and economy of the time of teachers, by a law requiring county uniformity. The provision of the Code of 1880 on this subject failed to secure its object, because it had no penalty for non-compliance with its requirements.

By that law teachers adopted a series of books and the supervisors ratified their adoption—and that was generally the end of the matter; for neither teacher nor superintendent could enforce the use of the books adopted. A law without a penalty is a mere exhortation and may induce the timid to comply; but it has no power to loosen the parental grip on a dime which is asked for by the child who wants a new first reader—especially when there is on hand an old one which has served the father and possibly one or two of the older children. So the child goes to school and is ready to be classed with ten others who have books alike. The teacher must devote an undue proportion of time to this one pupil, or neglect him altogether. I cite this as a simple illustration of what exists in nearly every school in the State. Every teacher has encountered this obstacle to successful work, and has been powerless to remove it. If we determine to touch this subject by legislation, and I think no one will question the propriety and necessity of doing so, we should pass a law with a penalty, and have enforced uniformity in every school of a county, except those of separate school districts. These should conform as nearly as possible to the county adoption; but from the nature of their organization they should be allowed to select books suited to their particular wants.

Teachers are undoubtedly the best judges of text-books. To leave the selection to them is the surest way of getting the best books. This presupposes, however, that the views of the most intelligent and progressive shall control—which was seldom the case under the Code of 1880, whereby a convention of teachers was required to be called by the superintendent, and it happened that only those who had been solicited by some active book agent were present, and they frequently adopted books without regard to merit.

Both the educational and economic interests of the people would be best subserved if a text-book committee of seven teachers should be appointed by the County School Board.

Let each member appoint the best teacher in his district, and the Superintendent two from the county at large. A committee thus constituted would represent the best educational thought of the county. They should be required to examine the latest works on each branch of our curriculum, to get from publishers the lowest price for exchange, introduction and permanent supply, and to adopt and recommend one text-book for each branch enumerated in the curriculum. They should then report to the County School Board the books adopted and the publishers' prices. This Board should have the power to reject for cause, either educational or economic, any book reported on the list, but when a complete list has been ratified by the Board they should be empowered to make contracts with the publishers, and the series thus adopted should be used throughout the county, for five or six years from date of adoption. Exchange and introduction rates should be secured for the first year, so that the expense may be as light as possible. Complaint will be made that this will entail a heavy expense on the people. The contrary will be the result. Complaints come up already from nearly every community about the great cost of the continual change of books, and I am satisfied that the money thus spent every year will counter-balance the expense of making the books uniform. Introduction and exchange rates are low, and when good new books are once in the hands of pupils the educational stimulus will be great to both teachers and children. The arguments as to expense are to be disposed of just as arguments would be against the use of improved farm implements or improved machinery in factories. Results are what we are after, and we should not hesitate about incurring some expense if we can produce the desired results. To diminish the expense of the change, I suggest that half the list adopted be introduced the first year, and the rest the second year. This will distribute the expense over two years and it will not be burdensome to the people. The penalty to enforce the use of the adopted books should be such as to reach the parent. If instruction is refused the child who is not supplied with the adopted book, the parent will be soonest and most effectually reached. Teachers should be required to notify parents of the books needed by each child; and teachers and superintendents, as agents of the State, should be required to see that only the adopted books are used.

It is claimed by opponents of uniformity that it produces a dead-level in pupils by keeping their minds all in the same groove, and that it destroys the individuality of both teacher and pupil. In reply to the first objection, I answer that it is better to train all children systematically even if their minds are molded in the same molds, than it is to waste their time by a multiplicity of classes; and we want the teacher to use his time most economically, which he can never do while pupils of the same degree of advancement are divided into many classes,

because they have different text books. Economy of the teachers' power to instruct, and of the pupil's time both demand that all pupils in a class shall use the same books. Thorough instruction and the highest individual emulation can not be secured without proper classification.

It is true that if all our teachers were trained professionals, who could teach the subjects without regard to the text-book, the necessity for uniformity would be greatly diminished. This, however, is not the case, and, as to the second objection, I submit that we cannot count upon much originality in a corps of teachers only one-fourth of whom have firstgrade licenses. Few even of these are overburdened with originality in methods of instruction, and they will continue to foster and exercise this precious power, no matter what text-books may be used by their pupils; while the great mass of our teachers will be rendered more efficient by requiring them to master the matter and methods of the best text books on each branch of study.

State uniformity is impracticable; district uniformity, futile; our counties are our school units, and in them uniformity of text-books should be provided for and enforced.

DISTRICT INSTITUTES.

I find in nearly every report of my predecessors a recommendation for the establishment of Teachers' Institutes. The law of 1886 provides for a system of institutes, and requires teachers to attend once a month, unless for a valid reason they are excused by the superintendent.

It is gratifying to report that this important feature of the law is commended by sixty-nine of our County Superintendents.

Outlines of Institute work were prepared and distributed from this office and met with general favor among the teachers. The outlines for 1886-7 consisted mainly of a systematic review of the subjects embraced in our curriculum, as it was considered necessary to have our teachers prepare themselves more thoroughly in the subject matter of our common school branches.

For 1887-8 the outlines introduce more work on the methods of teaching—the true work of Institutes.

The advantages of institutes can scarcely be estimated. They infuse new life and energy into our teaching corps, and inspire a rivalry, the stimulating influence of which goes directly back to the school-room. The best teachers impart the fruits of their experience to the young and inexperienced, while they themselves are improved by comparing methods of instruction and discipline. The strong timbers are made to strengthen the weak, as in a well-constructed building.

Each teacher excels in some one department, and his success therein creates a rivalry which will induce all to take advantage of his methods. Teachers are brought into competition—that great leveler and invigorative of every branch of industry.

The institutes serve as a vital force to draw teachers from the monotony of routine and isolation, to show each his weak points, and to furnish a living, speaking, model by which to test his powers and eliminate his failings.

The majority of our teaching force are inexperienced, and on this account I regard institutes as the strong factor, within immediate reach, to elevate the profession and fit them for their daily duties.

I reiterate, that the great leak in our system is the want of trained teachers, and that the State is yearly wasting thousands of dollars on school keepers, who are not educating her children. Every element of our system should tend to eradicate this evil. Rigid, impartial, uniform examinations when made actual tests of scholarship will do much towards keeping teachers at their highest point of efficiency so far as knowledge of text-books is concerned; but how to teach and how to govern and how to awaken interest and enthusiasm—in short, how to educate children—these are the vital energies we need in every school room. The science and art of teaching cannot be learned from the experience of one man in his isolated environment, but must be gathered from the accumulated experiences of the leaders of educational thought. Artisans are trained by apprenticeship, and in technical schools for every trade, and a State must require that, in the workshop where her citizens are developed, each artificer shall possess the highest possible skill.

We cannot hope to give all this training at the district institutes. They should be continued and developed. But we should supplement them by annual county institutes, to be held prior to the opening of the winter schools and to continue not less than a week. These institutes should be conducted by experts employed by the county, and teachers who attend them should be given better salaries as their efficiency improves. Where counties have too few teachers to form an institute, they could be grouped and an expert manager employed by two or three adjoining counties. Institutes of this kind are supported in nearly all the States, and if they are found necessary in those States where free schools have attained the highest excellence, we, in our infancy and weakness, cannot afford to dispense with so valuable a factor for training our teachers. Two-thirds of our teachers are unable to hold first grade licenses. We must recognize the full meaning of this fact. It clogs the wheels of progress. County institutes, as shown by the laws and experience of other States, are the available means by which we can gain strength at this weak point. They can be maintained at a small cost and the return to the county in improved work will be manifold.

NORMAL SCHOOLS.

More than thirty States have found it necessary to establish

and support schools in which teachers are trained professionally. Germany, France, England, and all the other leading countries of Europe sustain these normal schools. A necessity led to their establishment and support. Our State is no exception; our condition and wants are the same. We have already recognized the necessity and are now sustaining two normal schools for training colored teachers, and have a normal department in the Industrial Institute and College.

Many of the best places in the State are taken every year by teachers from other States, and our own young men, for want of technical training, are crowded into less remunerative positions. The best interests of our common school system demand that we establish a normal school, or at least provide for a chair of pedagogy in the State University and one in the A. & M. College.

The history of technical schools shows that they accomplish most as separate institutions, but at present it may be expedient to establish only a normal department in each of our State institutions. These could be supported at a total cost of \$4,000 a year, and that sum could be deducted from the State distribution for common schools. The decrease in each county would be inappreciable, while the benefits arising from the influence of trained teachers who would soon occupy the leading places in each county would be felt in all parts of the State. It is the duty of the State to provide the best agencies to effect the purpose for which she annually taxes her people to the amount of nearly a million of dollars. Teachers trained in these normal schools could become institute managers, and in turn train others.

By this means we would in a few years reach every teacher in the State and give a vigorous impetus to the whole cause of public education.

Below will be found a comparison of the cost of maintaining the public schools under the new and old regime:

ADAMS—Maintained her schools the same number of days in 1887 as in 1886 for \$647 less money.

ALCORN—In 1887 twenty days longer in Corinth and one day longer in the country than in 1885 for \$1000 less money.

AMITE—Schools cost \$115 less per month in 1887 than in 1886.

ATTALA—Schools cost \$1587 less in 1887 than in 1886; same time in county and thirty days more in Kosciusko.

BENTON—Same time in 1887 as in 1885; cost \$990 less.

BOLIVAR—In 1887 six days longer than in 1885, and cost \$465 more, or \$41 more per month.

CALHOUN—Same time in 1887 as in 1886; cost \$175 more.

CARROLL—Same time in 1887 as in 1886; cost \$2575 less.

CHICKASAW—In 1887 nineteen days longer than in 1886; cost \$2581 less. If the schools had been maintained the same length of time, the county would have saved \$5635, according

to the Superintendent's narrative report, and yet he states that he has a school in reach of every educable child in the county. This county has been carefully districted, and I call especial attention to it, as showing how the schools of our State can be maintained for a longer period of time at a less cost if the present school law is faithfully and judiciously executed. Superintendent Parker's narrative is worthy of the most careful perusal.

CHOCTAW—Schools continued twice as long in 1887 as in 1885, at \$709 less per month.

CLAIBORNE—Schools maintained sixteen days longer in 1887 than in 1885; cost \$1775 more, exclusive of \$860 spent in building. The actual cost per month was \$8 less.

CLARKE—Term lengthened twenty days; cost \$965 more per month. The number of schools was increased 27.

CLAY—Term in county twenty days longer in 1887 than in 1886; cost \$488 more.

COAHOMA—Same time in 1886 and in 1887; cost \$801 less in 1887.

COPIAH—School term in county schools was twenty days longer in 1887 than in 1885, and cost \$1790 less money.

COVINGTON—School term in 1886, 45 days; in 1887, 59 days—increase 14 days, with an increased cost of only \$339.

DESOTO—Same time in 1887 as in 1886; cost \$4,091 less—a saving of 20 per cent. The School Board have added seven new districts, and in his narrative the Superintendent says that the districts are sufficient now to meet the wants of all.

FRANKLIN—The term in 1887 was 4 days shorter than in 1885—the expense \$663 less.

GREENE—In 1887, term 2 days less than in 1885—cost \$850 more.

GRENADA—Same time in 1887 as in 1886—cost \$704 more, which is accounted for by the longer term of the City School of Grenada. They cost \$794 more in 1887.

HANCOCK—In 1887, term 30 days longer than in 1886—cost \$1,273 more for the whole time, but \$75 less per month.

HARRISON—Same time in 1887 as in 1885—cost \$1,639 more.

HINDS—Superintendent North shows in his reports to the Supervisors, and in his narrative, that the same number of schools in 1887 cost \$4,757 less than in 1886 for equal time. Compared with 1884, we find the schools of Hinds continued twice as long at an expense of only \$574 more. Teachers' warrants are paid in cash; the saving results from grading teachers according to their scholarship. I call special attention to the narrative report of Superintendent North.

HOLMES—In 1887, with same time as in 1885, the schools of Holmes cost \$2,009 less. Compared with 1886, the time was $4\frac{1}{2}$ days longer, and the cost \$808 less.

ISSAQUENA—Shows 14 days less in 1887 than in 1885, with \$1,282 less cost in 1887; or \$80 less per month. There is left in the treasury \$5,440 available fund for the schools of next year.

ITAWAMBA—Same time in 1887 as in 1885; cost \$2,375 less. Compared^a with 1886, the schools, with five days longer term, cost \$502 less. In this county the Superintendent reports that 200 children are debarred from school privileges by the location of districts under the law.

JACKSON—In 1887, the term was one and one-half days shorter than in 1885; the cost \$1,716 more.

JASPER—In 1887 the time was the same as in 1886; the cost was \$1,520 more. The term of 1887 was five days longer than in 1885, the cost \$994 more.

JEFFERSON—In 1887 the time was the same as in 1886; the cost was \$2,038 less.

JONES—In 1887 the term was increased thirteen days as compared with 1885; the total cost was decreased \$222.

KEMPER—In 1887 the term was one day longer than in 1885; the cost \$753 more.

LAFAYETTE—The schools in 1887 cost \$641 less per month than in 1886, and \$560 less per month than in 1885.

LAUDERDALE—In 1887 the schools of Meridian were continued sixty days longer, and those of the county three days longer than in 1886; the cost \$6,107 more.

LAWRENCE—In 1887, same number of days taught as in 1885; cost \$812 less.

LEAKE—In 1887, time was increased twelve days; cost diminished \$44.

LEE—In 1887, the term was two days longer than in 1885; the cost \$3,600 less. In 1887 the cost was \$4,950 less than in 1886, although the time was increased four days.

LEFLORE—In 1887, the time was the same as in 1886; the cost was \$1,844 less.

LINCOLN—In 1887, the term was two and a half days longer than in 1885; the cost \$811 less.

LOWNDES—In 1887, the time was the same in the County Schools, and sixty days more in the City Schools than in 1885; the total cost was \$983 more.

MADISON—In 1887, the time was forty days longer in Canton, and two days longer in the County Schools than in 1886; the whole cost was \$1,814 less than in 1886, and \$2,087 less than in 1885.

MARION—In 1887, the school term was thirty-four days longer than in 1885, while the whole cost was only \$18 more.

MARSHALL—In 1887 the schools of Holly Springs were taught ten days less, and the schools of the county eight days longer than in 1886; the total cost was \$492 less. Compared with 1885, the schools of Marshall for 1887 cost \$1,997 less, with ten days longer term in Holly Springs, and only two days less in the county.

MONROE—In 1887, with an increase of 100 days in the city of Aberdeen shows an increase cost of \$2,019 as compared with 1885.

MONTGOMERY—In 1887, same time as in 1885; cost \$1,712 more.

NESHOBA—In 1887 the term was lengthened eighteen days beyond that of 1885; the cost per month was \$140 less in 1887.

NEWTON—In 1887 the term was one-half day longer than in 1885; the total cost \$34 less.

NOXUBEE—In 1887 the term was one month longer than in 1886; the cost was \$2,027 more. Not including the schools of Macon, the county saved per month \$132, and for the whole time saved exactly the amount paid the Superintendent as salary.

OKTIBBEHA—In 1886 and 1887 the terms were equal; the schools cost \$2,218 more in 1887.

PANOLA—In 1887 the term was increased ten days beyond that of 1885; the total cost was \$636 less than in 1885. If the schools had continued the same number of days, the county would have saved \$2,650,—more than three times the salary of the Superintendent.

PIKE—In 1887 the term was seven days longer than in 1886; the total cost was 3,736 less—enough to maintain all the schools in the county for one month.

PERRY—Schools ran fifty days in 1886, and eighty days in 1887; cost about the same.

PONTOTOC—In 1887 the term was one and a half days shorter than in 1885, but the total cost was \$1,145 less.

PRENTISS—In 1887 the term was seven and a half days longer than in 1886 and the cost was \$1,284 less. In 1887 the schools of Prentiss cost \$2,669 less than in 1885.

QUITMAN—In 1887 the term was eighteen days longer than in 1885; the cost was \$9 more per month, and only \$648 more for the whole term.

RANKIN—In 1887 the term was one month longer than in 1885; the total cost was \$1,217 less. The county gained one more month of schools and \$1,217 besides.

SCOTT—In 1887 the term was one month longer than in 1885; the cost per month was \$295 less. This is equivalent to saving \$1,180 for the four months' term.

SHARKEY—In 1887 the term was seven days less than in 1885; the cost \$200 less.

SIMPSON—In 1887 the term was thirty days longer than in 1886; the cost per month was \$211 less—a saving of \$844.

SMITH—In 1887 the term was thirty two days longer than in 1886; the cost was \$150 less per month—a saving of \$600 for the term.

SUNFLOWER—In 1887 the number of days was reduced sixteen as compared with 1885; the cost was \$811 more.

TALLAHATCHIE—In 1887 the term was two days less than in 1886; the expense was \$204 less.

TATE—In 1887 the term was two months longer than in 1886, at a less expense by \$675 per month. At this rate the

county would have saved \$2,700, if the schools had been maintained only four months, as in 1886. On the six months' term of 1887, the actual gain was \$4,050.

TIPPAH—In 1887 the term was five and a half days longer than in 1886; the cost was \$265 less per month. The schools of 1887 cost the county \$2,542 less than those of 1885.

TISHOMINGO—In 1887 the term was four days shorter than in 1886; the cost was \$295 less.

TUNICA—In 1887 the term was ten days less than in 1886; the cost was \$287 less per month, or \$1,291 for the four and a half months.

UNION—In 1887 the term was two days longer than in 1886; the cost was \$994 more. Compared with 1885 the term was two days less, the cost \$1,895 more. The Superintendent, in his narrative, states that the School Board did not district his county according to law, and that it consequently has "too many" schools. The result is significant.

WARREN—In 1887 the term was the same as in 1885. In 1885 the county schools, as shown by the report of the Superintendent on file in this office, cost \$12,766, while in 1887 they cost \$10,088. The gain thereby is \$2,678.

WASHINGTON—In 1887 the term was the same as in 1885; the cost \$1,066 less.

WAYNE—In 1887 the term was eighteen days longer than in 1886; total cost was \$1,924 more.

WEBSTER—In 1887 the term was fifteen days longer than in 1886; the cost was \$271 less per month, or \$1,016 for the whole term.

WILKINSON—In 1887 the term was the same as in 1886; the cost was \$4,773 less.

WINSTON—In 1887 the term was twenty-nine days longer than in 1886; the cost was \$613 less per month, or \$2,452 less for a term of four months.

YALOBUSHA—The term of 1887 was the same as that of 1886; the cost was \$1,227 less.

YAZOO—In 1887 the term was one month longer than in 1886, and the expense per month practically the same.

SUMMARY OF COMPARISON OF STATISTICS.

In 1887, as compared with 1885 and 1886, fourteen counties had a longer term of schools at a less cost; seventeen other counties an equal term at a less cost; and fifty counties a less cost per month. Of the 24 remaining counties, 12 show no material change as to time and cost, while the other 12 show a larger monthly expenditure, though seven of them spent less than was collected.

Estimated in dollars and cents, we thus find a positive economic advantage in more than two-thirds of our counties. In connection with this fact we must bear in mind that the su-

perintendents of 41 counties report that no increase in the present number of districts is necessary to furnish school facilities to all children; that in two counties too many schools are reported, and that in 17 counties, with the location of a few more districts, all educable children will be within reasonable distance of schools.

The total amount expended for free schools in 1887 was \$839,797.46, about \$3,000 less than in 1885. (The expenditures of Perry county are not included in the biennial of 1884 and 1885.)

The average term was 78 days in 1885, and 84 days in 1887. This shows an increase in time of nearly 8 per cent. If the schools had continued as long in 1885 as in 1887, they would have cost \$905,451—nearly \$64,000 more than they cost in 1887. An increase of six days at the same cost, or a gain of \$65,000 for the same time, is the true economic advantage of conducting our schools under the law of 1886. Taking into consideration that these results were produced in the first year's trial of the law, it is but reasonable to expect that, when teachers are more carefully graded and their salaries scaled according to the provisions of the law, the term of our schools can be still further lengthened and the total cost reduced.

The total receipts reported for the scholastic year 1886-7, are \$972,806 94; about \$100,000 more than in 1885. The reported expenditures are \$143,000 less than the receipts. A portion of this surplus has been consumed in taking up warrants previously issued and carried over, and in building school houses in cities, but, in the main, it will be brought forward and will place our schools on a cash basis in most counties. At present about forty-five counties are practically on a cash basis. In the other counties from one-fourth to three-fourths of the warrants are discounted. With an economical administration of our finances for the scholastic year of 1887-8, we can begin the next year on a cash basis in nearly every county in the State. This will put an end to speculation in school warrants, an evil which has annually deprived our teachers of thousands of dollars and proportionally decreased the aggregate value of their services.

These are the economic advantages of our present system under the operations of the law of 1886; but we must not look simply to the saving of money, and the consequent ability to lengthen the term of our schools. Our public school system improves only as the teaching force performs its function better, and there can be no doubt that with rigid impartial examinations, with institutes, with real supervision and inspection of their work, our teachers will be stimulated to broader and more accurate scholarship, and to a more faithful performance of their duties. The sacred duty of the State is to see that the best possible corps of teachers is obtained, and she fails in her obligations to tax-payers and to her children in every instance

where an incompetent teacher is placed in charge of a school Every energy should be utilized to remove the incompetent, and to stimulate the efficient teacher to his best efforts. We have vigorously used the pruning hook during the past year ; and better fruit will be the result. We cannot afford to stop the pruning because of the clamor of the falling branches. They bore no fruit and we cannot stop to listen to them, or their friends, or their kindred.

THE DEPARTMENT NEEDS A CLERK.

The expenses of the Department of Education have been reduced \$990 within the last two years, as compared with 1884 5. Compared with the average expenses of the last eight years the saving is \$400 per year.

The office, I find, has had a janitor from the beginning until the year 1887, when he was discontinued because in the opinion of the Auditor and Attorney General no provision was made for his salary. The Board of Education employed a secretary until 1884.

The discontinuance of this assistance throws the entire work on the State Superintendent.

The duties of the office have been largely increased by the school law of 1886, and it is impossible for one man to perform them properly. The preparation and distribution of questions for examinations, and of institute outlines, are duties which have been added, and they alone require two months' work. The review of the papers of applicants for State licenses cannot be properly done in less than one month.

The official correspondence is very large, and appeal cases, involving questions of construction, are frequently submitted for decision. I have answered over 3800 letters within the last two years, and many of them required hours of investigation. In addition to this there have been distributed to the County Superintendents 2878 packages of supplies. It is possible for one man to accomplish this work, but in order to do so he must neglect higher and more important duties. To confine to mere mechanical and clerical duties the head of a department which annually expends nearly as much as the rest of the State government, is unwise parsimony. The Superintendent ought to have time to examine into and supervise the operations of the school system in the various counties. This cannot be done unless he is in the field. To know what the schools of a county are doing, he must visit the county. To stimulate educational enterprises he must come within their limits. I have been able to visit only one-third of the counties, and yet I am positively convinced that the cause of public education demands at this time the most vigorous attention in this direction. I therefore ask the Legislature to provide a clerk for the department. I am willing to perform the work—

but much of my time is virtually wasted in trifling clerical duties. There is not another State in the Union whose Department of Education has no clerk. I have saved \$400 a year in the expenses of the Department, and all I ask is that \$200 more be added to this as salary for a clerk. I think that the Legislature will see the necessity which impels me to make this recommendation—a necessity to which attention has been called in nearly every biennial of my predecessors and which is now imperatively demanded by the increased work of the office.

HIGH SCHOOLS.

In addition to our common schools and State institutions, we have over one hundred high schools, academies and colleges. Many of the ablest teachers of the State are engaged in these schools. They are the outgrowth of a demand for education beyond the free school curriculum, and supply the link between our common schools and universities. Among them are included the graded schools of Natchez, Vicksburg, Greenville, Wesson, Summit, Jackson, Grenada, Senatobia, Sardis, Water Valley, Oxford, Holly Springs, Corinth, Tupelo, Aberdeen, West Point, Columbus and Meridian. In these towns the public school fund is supplemented by local taxation and the schools are maintained eight, nine or ten months each year. Vicksburg and Oxford have new and commodious buildings recently erected. Grenada, West Point, Aberdeen, Meridian, and Jackson are maturing plans for the erection of handsome buildings during the coming year.

These graded schools are organized on the most improved modern plans, and are yearly furnishing many excellent teachers for our common schools.

LIST OF EDUCABLE CHILDREN.

The enumeration of educable children is very inaccurate in many counties. These lists are compiled every three years and sent to the Auditor's office. The population of the counties in the Yazoo Delta is rapidly increasing every year, from the immigration of negroes, and a juster distribution of the \$300,000 now appropriated by the State would be secured if the children were enumerated once in two years.

The State distribution is made in accordance with the lists furnished by the assessors. These records properly belong in the department of education. They should be transferred to this department, and the distribution made by the Auditor upon a certified statement of the State Superintendent. I see no valid reason why the records that pertain only to the business of one department of government should be filed in another.

AMENDMENTS NEEDED.

Amendments should be passed covering the following points:

1. Four days should be given for the examination of each term, so that two days may be allowed for each race.

2. First grade teachers who average on examination ninety per cent. and over should be licensed for two years; and professional licenses should be granted to teachers who, at the expiration of their first, obtain a second State license and continue in the service.

3. The law should provide that, in thickly settled portions of a county, districts may be framed containing nine square miles if the territory included sixty educable children.

4. Uniform text-books should be required in counties.

5. Counties should be allowed to employ expert Institute managers to hold a county institute of a week's duration prior to the opening of the winter term.

6. The State Board of Education should be empowered to select two professional teachers to assist in preparing questions for examinations and in reviewing papers for State licenses.

7. A normal school for training teachers should be established, or a chair of pedagogy attached to each of our State Institutions.

There are two other points that might be added: (1) The minimum limit for the children of a district might be reduced from twenty to fifteen; (2) The schools of the winter term in the Yazoo Delta and in the river counties might be, with advantage, opened as late as the second Monday in January.

In the preceding portion of this report I have given the reasons why I deem these changes necessary.

CONCLUSION.

With a profound sense of the duties and sacred responsibilities of my office, and a sincere desire to advance our children's cause, I have the honor to be, most respectfully,

J. R. PRESTON,
State Superintendent Public Education.

General Statistics of the Public Schools, State of Mississippi, for the Year 1886.

COUNTIES.	NO. OF EDUCABLE CHILDREN IN THE STATE.						NUMBER IN SCHOOLS DURING THE YEAR.						AVERAGE MONTHLY ENROLLMENT.						AVERAGE DAILY ATTENDANCE.						NO. OF TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS DURING THE YEAR.						AVERAGE NO. DAYS TAUGHT.		Total Receipts.	Total Expenditures.	Expended per cap. on Educable Children.	Expended per cap. on Enrollment.	Expended per cap. on Average Attendance.	AVERAGE SALARY TEACHERS.		NO. TEACHERS NEEDED TO SUPPLY THE SCHOOLS.		Superintendents' Salaries.
	WHITE.			COLORED.			WHITE.			COLORED.			WHITE.			COLORED.			WHITE.			COLORED.			In the Country.	In Cities.	White.	Col'd	White.	Col'd												
	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.							Male.	Fem'e.						Total.				
Adams	1017	1094	2111	4947	4150	9097	342	356	698	1496	1619	3105	291	308	599	1338	1434	2772	234	217	451	1000	1096	2096	9	24	33	22	31	53	80	180	\$ 17078 94	\$ 17078 94	\$1 52	\$4 50	\$6 60	\$24 00	\$27 00	26	54	600
Alcorn	2152	1736	3888	858	840	1698	1525	1307	2832	524	516	1040	1268	1115	2383	430	422	852	873	782	1655	302	301	603	49	23	72	17	10	27	75	97	12320 41	10854 54	2 01	2 59	4 51	27 92	21 50	72	27	150
Amite	1249	1097	2346	1778	1506	3284	1015	915	1930	1216	1203	2424	798	760	1558	915	934	1849	614	696	1310	773	733	1506	25	37	62	35	20	55	76		9553 63	14348 73	2 55	3 29	5 25	29 40	31 96	62	55	117
Attala	2486	2406	4892	1749	1923	3672	1929	1893	3812	1816	1396	2712	1581	1595	3176	1218	1380	2598	1800	1350	2650	962	948	1910	43	63	106	34	20	54	80	120	18915 05	18914 70	2 10	2 75	3 95	30 50	29 46	95	53	103
Benton	1171	1137	2308	1180	1149	2329	950	833	1783	805	627	1432	807	693	1500	625	587	1212	630	513	1143	438	1009	34	27	61	29	7	36	70		8576 00	7425 75	1 60	2 30	4 45	29 00	24 00	61	36	175	
Bolivar (Report of 1887)	390	378	768	2235	2759	5094	123	122	259	1012	1224	2236	428	122	250	1012	1224	2236	428	122	250	1012	1224	2236	2	9	11	17	7	24	86		4864 97	4864 97	1 84	1 95	2 06	46 00	30 00	11	24	350
Calhoun	3179	3454	6633	770	890	1660	2260	2340	460	450	900	1810	1695	1755	3450	315	408	715	1452	1506	2958	270	394	664	57	58	115	24	9	33	80		12974 81	12688 94	1 37	2 29	2 93	37 50	22 50	100	35	150
Carroll	1518	1468	2986	2447	2355	4732	760	559	1319	800	610	1410	575	600	1175	570	626	1196	560	578	1133	542	594	1136	19	28	47	16	9	33	80		11499 87	11703 91	1 50	4 51	5 15	33 00		20	25	225
Chickasaw	1964	2164	4128	2354	2754	5108	1113	1313	2426	1878	1627	3505	983	1049	2032	1035	1320	2405	742	919	1661	921	1085	2006	27	49	76	52	38	90	80		17183 75	19708 00	2 10	3 55	5 21	34 47	24 25	70	80	500
Choctaw	1532	1182	2664	552	530	1082	1169	949	2118	454	443	897	1169	948	2117	453	442	895	829	645	1474	364	354	718	37	23	60	25	1	26	30		6014 74	4190 00	1 09	1 29	1 93	32 83	27 85	50	20	105
Claiborne	670	578	1248	2554	2437	5001	435	525	960	1259	1232	2491	326	402	728	933	978	1911	228	294	522	632	652	1284	20	30	50	18	25	43	965	120	13159 17	12077 55	1 93	3 50	6 68	26 07	22 60	36	49	258
Clarke	1215	1300	2515	1408	1525	2933	916	770	1686	672	749	1421	754	675	1429	571	730	1301	481	416	827	386	465	851	17	31	48	12	9	21	80		8320 59	8400 37	1 33	2 71	4 72	38 36	34 25	35	25	150
Clay	1213	1226	2439	2895	2923	5818	1075	1218	2293	2161	2319	4483	829	1070	1899	3369	2304	5678	378	968	1846	1850	2036	3886	21	31	48	12	9	21	80		16540 15	16984 04	1 39	5 00	7 12	34 10	22 00	50	87	207
Coahoma	293	244	537	2069	2028	4097	191	174	365	1145	1176	2321	155	131	286	927	944	1871	112	100	212	730	672	1402	6	15	21	34	10	44	100		12430 19	12430 19	2 74	4 70	7 71	35 10	30 77	24	50	600
Copiah	2725	2575	5300	2335	2385	4720	1920	2090	4010	1957	2122	4079	1550	1840	3390	1885	2018	3901	1355	1220	2575	1441	1523	2964	23	46	69	25	23	48	50		20380 80	16339 00	1 40	1 82	2 36	35 00	30 00	58	54	240
Covington	602	531	1133	330	397	727	524	400	924	298	103	411	406	300	706	175	93	273	339	295	634	200	95	295	36	11	47	8	3	11	45		4000 24	3679 10	1 93	2 78	3 77	28 00	22 00	47	11	55
DeSoto	1567	1454	3021	3017	2350	5367	1043	901	1949	2236	2174	4180	846	753	1642	1781	1649	3133	624	595	1219	1218	1142	2360	26	42	68	67	43	100	100		24295 20	19402 73	2 16	3 01	5 39		26 14	56	98	120
Franklin	1255	1236	2491	766	822	1588	581	575	1156	335	333	733	373	371	744	249	278	527	373	371	744	249	278	527	21	16	37	7	9	16	60		6121 53	4861 59	1 50	2 50	3 72	30 55	24 41	21	13	100
Greene	672	576	1248	137	11	238	217	173	392	44	48	92	216	168	384	44	48	92	156	120	276	30	36	66	10	2	12	2		1613 25	939 50	1 60	1 94	2 75	29 27	28 67	16	3	100			
Grenada	774	1025	1799	1227	1287	2514	408	355	773	1242	1272	2514	315	308	618	986	984	1930	203	200	403	603	743	1423	8	19																

General Statistics of the Public Schools, State of Mississippi, for the Year 1886-'87.

COUNTIES.	NO. OF EDUCABLE CHILDREN IN THE STATE.						NUMBER IN SCHOOLS DURING THE YEAR.						AVERAGE MONTHLY ENROLLMENT.						AVERAGE DAILY ATTENDANCE.						NO. OF TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS DURING THE YEAR.						AVERAGE NO. DAYS TAUGHT.		EXPENDED PER CAP. ON EDUCABLE CHILDREN.		EXPENDED PER CAP. ON ENROLLMENT.		EXPENDED PER CAP. ON AVERAGE ATTENDANCE.		AVERAGE SALARY TEACHERS.				NO. TEACHERS NEEDED TO SUPPLY THE SCHOOLS.		Superintendents' Salaries.
	WHITE.			COLORED.			WHITE.			COLORED.			WHITE.			COLORED.			WHITE.			COLORED.			In the Country.	In Cities.	Total Receipts.	Total Expenditures.	City.	Co.	City.	Co.	City.	Co.	City.	Co.	White.	Col'd							
	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.															Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	
	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.	Male.	Fem'e.	Total.			
Adams.....	1017	1094	2101	4947	4150	9097	388	397	785	1586	1704	3290	290	328	618	1140	1808	2457	237	264	501	860	1817	5	21	26	10	32	42	80	180	\$ 18756 62	\$ 16431 17	\$ 1 46	\$ 4 02	\$ 7 08	\$ 45 45	\$ 27 30	\$ 43 50	\$ 28 75	25	53	\$ 600 00		
Alcorn.....	* 1846	1582	3428	985	780	1715	1311	1179	2490	368	493	861	984	868	1797	313	341	654	604	572	1176	193	216	409	35	19	54	11	22	80	100	11948 90	10842 92	3 38	2 84	5 38	45 10	32 00	34 00	22 50	54	22	600 00		
Amite.....	1249	1097	2346	1778	1506	3284	1171	994	2165	1139	1077	2216	919	817	1736	853	841	1694	671	606	1377	617	667	1284	34	20	54	33	17	60	64	8964 98	11715 45	2 00	2 87	5 38	45 10	31 12	34 00	22 01	65	55	400 00		
Attala.....	* 3062	2377	5439	1773	1553	3426	1976	1634	3610	1178	1235	2416	1559	1266	2825	857	940	1797	958	899	1852	523	578	1101	30	39	69	24	12	36	80	18251 22	17328 15	4 05	1 88	7 00	43 23	33 31	30 50	24 66	50	25	600 00		
Benton.....	1171	1137	2308	1180	1149	2329	694	601	1295	503	490	993	553	579	1132	416	369	785	334	325	659	239	219	458	24	19	43	25	4	29	80	8646 62	7785 66	1 63	3 49	6 97	43 23	30 54	20 00	43	29	370 74			
Bolivar.....	* 890	378	769	2235	2769	5094	128	122	250	1012	1224	2236	128	122	250	1012	1224	2236	96	97	187	759	924	1633	2	9	11	17	7	24	86	4864 97	4355 00	82	1 71	2 60	43 23	30 54	20 00	43	29	370 74			
Calhoun.....	3240	3498	6738	787	909	1696	2400	2600	5000	500	600	1100	1784	1805	3589	337	342	679	1561	1631	3192	293	437	735	53	52	105	27	4	31	80	12000 00	12864 40	1 53	2 10	2 9	43 23	30 54	20 00	43	29	370 74			
Carroll.....	* 1098	1898	2996	1941	2841	4782	841	1262	2103	951	1432	2383	702	1026	1728	901	1243	2143	391	412	743	1420	1560	2930	25	38	63	44	25	69	99	13985 00	12864 40	1 80	3 32	5 18	43 23	30 54	20 00	43	29	370 74			
Chickasaw.....	1964	2164	4028	2354	2754	5008	1209	1500	2709	1236	1531	2817	1037	1171	2253	1053	1291	2254	391	412	743	1420	1560	2930	22	24	46	30	36	66	100	17446 00	17127 87	1 84	3 09	4 64	43 23	30 54	20 00	43	29	370 74			
Choctaw.....	* 1591	1070	2661	500	580	1080	1161	903	2064	435	474	909	897	797	1584	377	412	789	596	436	1032	249	273	522	32	18	50	15	4	19	80	7466 80	7453 31	1 99	2 50	4 66	43 23	30 54	20 00	43	29	370 74			
Clay.....	1003	1001	2004	2482	2690	5172	702	840	1542	1620	1869	3430	428	660	1038	1521	1670	3190	596	436	1032	249	273	522	32	18	50	15	4	19	80	17145 35	16472 50	1 58	12 20	13 05	43 23	30 54	20 00	43	29	370 74			
Clarke.....	1245	1320	2565	1508	1602	3110	1124	933	2027	924	1022	1946	627	531	1158	560	453	1003	492	432	924	432	320	752	30	25	55	16	13	29	80	9637 75	12585 95	1 45	2 95	7 22	43 23	30 54	20 00	43	29	370 74			
Clatsop.....	670	578	1248	2546	2237	4783	436	536	1922	1270	1291	2564	330	402	732	821	857	1684	231	296	531	514	559	1073	18	28	39	21	18	39	116	15281 27	14619 50	6 16	2 19	9 51	43 23	30 54	20 00	43	29	370 74			
Coahoma.....	293	244	537	2069	2028	4097	241	207	441	1212	1257	2469	206	156	362	1026	1077	2103	137	130	267	753	753	1511	18	28	39	21	18	39	116	9637 75	12585 95	1 45	2 95	7 22	43 23	30 54	20 00	43	29	370 74			
Copiah.....	2725	2955	5680	2664	3020	5684	2230	2276	4506	2035	2255	4290	1915	1945	3860	1872	2030	3903	1345	1765	3310	1684	1735	3419	18	51	69	21	17	38	90	11836 03	11629 53	2 45	3 95	6 54	43 23	30 54	20 00	43	29	370 74			
Covington.....	741	592	1333	374	456	830	563	493	971	315	200	515	499	267	766	206	143	349	401	323	924	209	124	333	26	11	37	9	...	9	59	4210 00	4015 95	1 90	3 60	3 79	43 23	30 54	20 00	43	29	370 74			
DeSoto.....	1236	1204	2530	3170	2737	5907	857	773	1635	1531	1476	3157	671	633	1329	1340	1230	2620	616	511	1167	1111	1056	2167	19	26	45	48	20	68	100	2623 55	15311 20	1 82	3 27	4 53	43 23	30 54	20 00	43	29	370 74			
Franklin.....	* 1029	982	2011	2156	2176	4332	535	562	1147	371	367	738	439	433	922	1340	1330	2638	326	260	586	216	305	521	14	12	26	11	4	15	76	7202 05	5559 05	1 36	2 94	5 02	43 23	30 54	20 00	43	29	370 74			
Greene.....	623	519	1142	206	207	413	263	211	479	38	35	73	220	190	410	34	31	65	163	131	294	20	21	41	12	8	11	2	...	2	78	2623 21	2416 65	1 55	4 38	6 83	43 23	30 54	20 00	43	29	370 74			
Grenada.....	* 933	492	1085	2206	2134	4340	335	333	718	1407	1369	2776	305	305	610	1430	1022	2052	215	206	421	763	793	1561	12	24	36	34	15	49	78	10644 70	9546 86	1 40	7 00	2 31	43 23								

SYNOPSIS OF STATISTICS.

SCHOLASTIC YEAR 1886-'7.

	White.	Colored.	Total.
Educable children	202,532	269,090	471,622
Enrolled	126,919	143,825	270,774
Average daily attendance	77,868	85,919	163,864

	Male.	Female.	Both.
Number of Teachers	White 1612	1809	3421
	Colored 1649	943	2692
	Total 3261	2752	6112

	White.	Colored.
Average salaries of teachers	\$34 44	\$25 24
Expenditure on each educable child	\$1 12½	
Expenditure on each child enrolled	3 10	
Expenditure on each child in average attendance	5 12½	

Total amount collected for Common School purposes	\$972,806 94
Total amount expended on the schools for 1886-'7.	839,797 46

	White.	Colored.	Total.
Number of First-Grade teachers	1546	238	1784
Number of Second Grade teachers	1143	1067	2210
Number of Third Grade teachers	122	742	864
Totals	2811	2047	4858

TABULATED REVIEW OF DEPARTMENT EXPENSES.

YEARS.	1878-79.	1880-81.	1882-83.	1884-85.	1886-87..
Printing	\$ 2,487 97	\$ 1,760 72	\$ 1,834 60	\$ 2,570 74	\$ 1,809 55
Ex. & Postage.	309 49	253 35	417 78	336 91	385 40
To Sup't., for Traveling	160 65	395 15	479 67	303 28	100 90
Janitor	154 95	182 50	180 00	180 00	90 00
Sec'y of Board.	329 64	50 00	400 00		
Contingent	73 95	4 75		3 70	20 15
Total expenses.	\$ 3,516 65	\$ 2,646 47	\$ 3,312 05	\$ 3,394 63	\$,406 00

EXPENSES OF THE DEPARTMENT OF EDUCATION.

	1886.	1887.	Total.
Printing	\$428 00	\$1,381 55	\$1,809 55
Express and postage	168 10	217 30	385 40
Traveling	34 65	66 25	100 90
Janitor	90 00		90 00
Contingent—P.O. box rent, telegrams, etc	9 50	10 65	20 15
	\$ 730 25	\$1,675 75	\$2,406 00
Salary of State Supt . .	2,000 00	2,000 00	4,000 00
Total Department Ex....	\$2,730 25	\$3,675 75	\$6,406 00

LIST OF TEACHERS TO WHOM STATE LICENCES HAVE BEEN ISSUED.

NAME.	COUNTY.	DATE.	YEARS.
J. W. Stokes.	Alcorn.	1886.	4
W. I. Gibson.	Alcorn.	"	4
Miss Fanny McDonald.	Benton.	"	3
J. S. Dickey.	Chickasaw.	"	5
J. H. Brooks.	Chickasaw.	"	5
L. T. Dickey	Chickasaw.	"	4
Miss Mary I. Gerdine.	Clay.	"	5
J. D. Perkins.	Choctaw.	"	3
J. B. Williams	DeSoto.	"	4
D. L. Earnest.	DeSoto.	"	4
J. L. Jenkins	DeSoto.	"	3
Mrs. L. D. Cook	DeSoto.	"	4
Mrs. F. P. Monroe.	DeSoto.	"	4
M. M. Curry.	Franklin.	"	4
J. P. Seabrooke.	Greene.	"	3
Mrs. C. C. Parkman	Hinds.	"	5
Miss M. C. Lusk.	Hinds.	"	5
Mrs. O. O. Wall.	Hinds.	"	5
W. L. Young	Holmes.	"	5
W. F. Cross	Holmes.	"	5
Miss Alice R. Cross.	Holmes.	"	5
Miss M. G. Dalton	Holmes.	"	5
Miss Elma Cross.	Holmes.	"	4
David S. Morton.	Itawamba.	"	3
C. D. Thompson.	Kemper.	"	5
C. E. Brame	Kemper.	"	5
M. A. Montgomery.	Lafayette.	"	4
G. J. Leftwich	Leake.	"	3
Lula H. Lipscomb.	Lowndes.	"	4
Mrs. C. E. McKee.	Madison.	"	3
W. A. Anderson.	Marshall.	"	4
W. E. Saunders.	Oktibbeha.	"	3

J. C. Sellers.....	Oktibbeha.....	"	3
J. F. Sellers.....	Oktibbeha.....	"	4
R. W. Jones.....	Perry.....	"	5
Miss C. A. Lamkin.....	Pike.....	"	4
Thomas L. Boucher.....	Pike.....	"	2
J. M. Carter.....	Pontotoc.....	"	5
Mary W. Reed.....	Pontotoc.....	"	5
G. W. Welch.....	Lauderdale.....	"	4
W. B. Ramsey.....	Lauderdale.....	"	3
W. V. Frierson.....	Pontotoc.....	"	4
Mary Weatherall.....	Pontotoc.....	"	3
J. C. Benedict.....	Prentiss.....	"	3
E. L. Sherwood.....	Tishomingo.....	"	3
H. A. Dean.....	Tishomingo.....	"	5
W. H. Reynolds.....	Warren.....	"	3
R. L. Wood.....	Winston.....	"	3
A. F. Watson.....	Winston.....	"	3
C. N. A. Yonce.....	Winston.....	"	3
R. B. Smith.....	Chickasaw.....	1897	5
T. T. Deavenport.....	Chickasaw.....	"	5
J. G. Wooten.....	Clay.....	"	5
Mrs. R. E. Gerdine.....	Clay.....	"	5
P. R. Leatherman.....	Franklin.....	"	5
G. W. Christian.....	Grenada.....	"	5
E. L. Ragland.....	Lafayette.....	"	4
Miss Jennie Worthington.....	Lowndes.....	"	4
J. M. Barrow.....	Lowndes.....	"	5
Miss Annie D. Hale.....	Lowndes.....	"	5
A. J. Aven.....	Montgomery.....	"	5
S. S. Robinson.....	Panola.....	"	5
S. B. Abell.....	Panola.....	"	5
S. N. Elliott.....	Tallahatchie.....	"	5
Mrs. M. M. McCarley.....	Tippah.....	"	5
Mrs. Lizzie Burns.....	Tippah.....	"	5
M. R. Brookes.....	Tippah.....	"	5
R. W. Tapp.....	Warren.....	"	5
Miss Mollie Gore.....	Webster.....	"	5
F. S. Moore.....	Yazoo.....	"	5
J. W. Chambers.....	Yazoo.....	"	5

OUTLINES OF INSTITUTE WORK.

FOR 1886-'87.

ISSUED BY THE DEPARTMENT OF EDUCATION, STATE OF MISSISSIPPI.

INSTITUTE I.

SPELLING.—1. Learn the sounds of *a* and *e*, and indicate by examples Webster's mark for each sound.

2. Accent marks (a) primary, (b) secondary.

3. Rules of spelling: (a) for *monosyllables* and *accented final syllables*, with exceptions; (b) for *primitives ending in silent e*, with exceptions.

4. Why should spelling be taught mainly by written exercises?

Let each teacher cite three words generally misspelled.

ARITHMETIC.—1. Best methods of teaching pupils to write and read (a) integers, (b) decimals.

2. Best methods of teaching long division. Cancellation.

3. Review common and decimal fractions.

Discussion of the difficult examples, under these topics, in the Arithmetic used in the County.

M. A.—Model analysis of examples in (a) addition, (b) subtraction, (c) multiplication, (d) division.

GRAMMAR AND COMPOSITION.—1. How to teach pupils to distinguish the parts of speech.

2. Inflections of nouns: ways of forming (a) the plural, (b) the possessive. Illustrate.

3. Pronouns, unlike nouns, have subject forms and object forms. Most common errors in use of pronouns. How corrected.

4. Punctuation of letters: (a) heading, (b) address, (c) subscription.

GEOGRAPHY.—1. Mississippi: (a) R. R.'s and towns on them, (b) rivers, (c) physical features and products.

2. Latitude of your town. Trace the parallel around the world.

3. Review Geography to the United States.

HISTORY.—Review to the Revolutionary War.

PHYSIOLOGY.—1. Framework of body: (a) bones, (b) ligaments, (c) muscles.

N. P.—1. Properties of matter: (a) general, (b) specific.

2. Motion and Force.

INSTITUTE II.

SPELLING.—1. Sounds of *i*, *o*, *u*, and of consonants having more than one sound. How marked.

2. Uses of hyphen.

3. Rule for determining whether the diphthong *ie* or *ei* should be used. Exceptions.

4. Rule for *Derivatives of Words* ending with a double letter. Examples.

Cite three words in common use which are frequently mispronounced.

ARITHMETIC.—1. Why should decimals (3 places) be taught with simple numbers?

2. Review Long, Square, and Cubic measures. Ratio and Proportion.

3. Discussion of difficult examples under these topics.

M. A.—Model analysis for examples in fractions, (a) multiplication, (b) division.

GRAMMAR AND COMPOSITION.—1. Classes of adverbs and conjunctions, with examples.

2. *Syntax of nouns and pronouns, with synopsis of uses.

3. *Phrase and Clause*: (a) how to distinguish, (b) how to punctuate when not restrictive. Illustrate.

Discussion of sentences (furnished by teachers to illustrate difficulties in syntax of nouns and pronouns.)

GEOGRAPHY.—1. The United States.

HISTORY.—1. Revolutionary War.

PHYSIOLOGY.—Digestion, Circulation, Respiration, Secretion.

N. P.—Elements of Machines, Hydraulics, Hydrostatics, Pneumatics.

INSTITUTE III.

SPELLING.—1. Sounds of diphthongs. How marked.

2. Learn the labials, dentals, linguals, palatals, liquids. Why so called.

3. Give the alphabetical equivalents of long a, and illustrate by examples.

4. Give five prefixes, with their usual meaning; and cite a word in which the prefix has no force.

ARITHMETIC.—1. Percentage. Distinguish rate from rate per cent. Ways of expressing rate per cent.

2. Solution of questions in percentage by the use of common fractions.

3. Applications to business, (a) without the element of time, (b) with the element of time.

Discussion of difficult examples in Percentage.

M. A.—Model analysis for (a) Profit and Loss, (b) Discount.

GRAMMAR AND COMPOSITION.—1. Analysis of sentences (oral or by diagram); (a) simple, (b) compound, (c) complex.

2. Rules for capitals and periods.

3. Give a sentence containing an indirect question: Change to direct question. Punctuate each.

Discussion of a few sentences difficult to analyze, or diagram.

GEOGRAPHY.—Mexico, South America, Europe.

HISTORY.—Administrations to War of Secession.

PHYSIOLOGY.—Nervous system: (a) brain, (b) spinal cord, (c) nerves.

N. P.—Sound, Light, Heat.

INSTITUTE IV.

SPELLING.—1. Sounds of *th* and *ch*. How marked. Examples.

2. Give five suffixes and illustrate their force.

3. Suffixes for diminutives with illustrations.

3-E

4. Why should *travel* double the *l* on taking a suffix beginning with a vowel?

Bring a list of five words often mispronounced, and indicate the pronunciation by proper diacritical marks.

ARITHMETIC.—1. Square and Cube Roots. The *how* to be emphasized rather than the *why*.

2. Practical Rules of Mensuration. How they may be illustrated and brought within the comprehension of pupils.

Discussion of difficult miscellaneous examples.

M. A.—Model analysis for (a) simple interest, (b) problems in interest.

GRAMMAR AND COMPOSITION.—1. Participles.* Synopsis of uses. Examples.

2. Infinitives. Synopsis of uses. Examples.

3. Quotation marks. Expanding participle and infinitive phrases into clauses. Illustrate.

Discussion of the difficult constructions of participles and infinitives, with analysis, oral and by diagram.

GEOGRAPHY.—British Colonies, Asia, Africa.

HISTORY.—War of Secession, and subsequent history. Constitution.

PHYSIOLOGY.—Special senses : (a) the eye, (b) the ear.

N. P.—Electricity.

NOTE.—The outlines for this year are designed to secure a systematic review of our free school branches, a portion of the subject-matter being selected for each Institute. It is hoped that they may lead to deep research and critical discussion—the fore-runners and factors of professional skill. Enthusiastic participation in the work is commended to all teachers.

J. R. PRESTON, State Superintendent.

FOR 1887-'88.

ISSUED BY THE DEPARTMENT OF EDUCATION, STATE OF MISSISSIPPI.

INSTITUTE I.

SPELLING—Best method of teaching spelling, (a) oral, (b) written.

READING—1. The objects to be held constantly in view in teaching reading: 1st, to impress on the pupil the necessity of always getting a clear conception of the thought and feeling of each sentence; 2d, to express that conception so that the hearer may not mistake it.

2. Best method of teaching Reading—Discuss the phonic, word and alphabetic methods: show the advantages of each, and why they should be combined.

Common errors—(a), letting pupils read what they do not understand, (b) allowing passages to be read improperly without criticism and correction, (c) rushing pupils through the book, to gratify their desire to be in a higher reader.

GEOGRAPHY—The purpose to be kept in view in teaching Geography is to inculcate (a), a general knowledge of the earth as a whole and of its physical features, (b), a general knowledge of the motions of the earth (c), a special and practical knowledge of our own country.

1. Discuss the best method of teaching Geography (a) to primary, (b) to advanced pupils.
2. Use of apparatus.

3. The necessity of teaching pupils to draw maps. Begin with maps of the school-yard, then maps of the county, State, etc.
(Topics 2 and 3 should be illustrated by apparatus and maps.)

HISTORY—Topical outline of the Colonial Period—(a) early discoveries and settlements, (b) development of the colonies.

(Maps should be drawn to illustrate (a) and (b), and stress should be laid on the importance of teaching History and Geography together.)

GRAMMAR AND COMPOSITION—1. How to teach pupils to distinguish the parts of speech.

2. How to teach the development of sentences.

3. Punctuation of letters; (a) heading, (b) address, (c) subscription.

4. Why should composition precede Grammar?

PHYSIOLOGY—Outlines of the frame work of the body; (a) bones, (b) muscles. (Illustrate by charts if possible.)

N. P.—

1. Outlines of the properties of matter; (a) general, (b) specific.

2. Discuss the principles of motion and force.

INSTITUTE II.

SPELLING—prefixes—How to impress their meaning.

READING—Before the pupil begins the preparation of the reading lesson should the teacher explain the new and difficult words? If so, why?

GEOGRAPHY—1. The advantages of teaching Geography by topical outlines. Illustrate.

2. Draw an outline map of Mississippi, and make a topical analysis of the principal points to be taught in connection with it.

HISTORY—1. Topical outline of Revolutionary War; (a) causes—(b) results (c) principal cities and their population.

2. Condition of the country during and immediately after the war—(a) financially, (b) as to government (c) as to literature, (d) social customs.

ARITHMETIC—1. To what extent should decimal currency be taught in connection with simple members?

2. How do you teach (a) Long Measure, (b) Square, (c) Cubic?

3. How to teach proportion by cause and effect.

M. A.—1. Model analysis for examples in fractions.

2. Why should mental arithmetic be taught in connection with practical arithmetic?

GRAMMAR AND COMPOSITION—1. Classes of adverbs and conjunctions with sentences illustrating their uses.

2. Should examples of false syntax be used in teaching Grammar?

3. How should the verb be taught?

4. Phrases and clauses—How to distinguish and punctuate. How do you treat them in teaching composition?

PHYSIOLOGY—1. Importance of Physiology as a free-school study.

2. Topical outline of (a) digestion, (b) circulation, (c) respiration and (d) secretion.

3. Should the outlines to be used in class-work be prepared by the pupils, or by the teachers?

N. P.—Topical outline of (a) Machines, (b) Hydraulics, (c) Hydrostatics, (d) Pneumatics.

(Teachers presenting these topics should bring to the Institute apparatus for illustration; such apparatus can in many instances be prepared by teachers, or by their pupils).

INSTITUTE III.

SPELLING.—1. Suffixes.

2. The best method of teaching the orthography and meaning of new words in reading, geography, etc.

READING.—Exercises designed to develop the thought and awaken the emotion to be expressed should include:

- (a) The study of new words—their meaning and use.
- (b) Study of the figures of speech.
- (c) Analysis of the thought.
- (d) Instruction on related knowledge, and facts about the author and his writings.

Model drills on these sub-heads should be given by the teachers to whom the topics are assigned.

GEOGRAPHY.—Things to be avoided in studying and teaching Geography.

- (a) Memorizing text books.
- (b) Giving too much time to things of little importance to pupil.
- (c) Failure to give due attention to those places and things of prime importance; such as:
 1. Great commercial and manufacturing centres.
 2. Places of historical importance.
 3. Rivers valuable to commerce.
 4. Mountain ranges and ocean currents, as modifying the climate and commerce of countries.
- (d) Teaching facts only, without their relation to each other, or without any definite end in view.

HISTORY.—1. How far should History be taught by written exercises?

2. In the first six administrations which are the central historical facts?
3. In the administrations beginning with Jackson's and ending with Buchanan's, which?
4. Civil War; (a) causes—(b) effects; 1. politically, 2. commercially.
5. Subsequent important events.

ARITHMETIC.—1. Percentage—State the three cases by which all questions in percentage can be solved.

2. Best method of teaching the subject.
 3. Short methods in interest.
 4. Compare discount, bank discount and commercial discount.
- M. A. Model analysis for, (a) profit and loss, (b) discount, (c) interest,

GRAMMAR AND COMPOSITION.—1. Analysis of sentences by diagram, (a) simple, (b) compound, (c) complex.

2. Methods of teaching the distinction between compound and complex sentences.
3. Should analysis precede parsing? Why?
4. Should pupils be required to write a composition every day?

PHYSIOLOGY.—1. Nervous system—topical outline of (a) brain, (b) spinal cord, (c) nerves.

2. Effect on the nervous system of the excessive use of stimulants, (a) alcoholic, (b) narcotic.

N. P. Light, heat, sound.—Topical analysis of each, with illustration by such apparatus as the teacher can secure or prepare.

INSTITUTE IV.

READING.—1. Do you exercise your class in silent reading? For what purpose?

2. Recitation of a reading lesson conducted by a local teacher who should select some pupils of the town as a class. This exercise should embrace instruction in a lesson previously prepared, and in the one to follow. Methods used to be freely discussed in the Institute.

3. What attention should be given to general reading in connection with school work?

GEOGRAPHY.—Sections, townships and ranges, (a) of the State, (b) of your county, (c) of your school district.

(It would be well to invite the County Surveyor to illustrate this subject before the Institute.).

HISTORY.—Of Mississippi—(a) early settlements, Indians, towns, resources, distinguished men, building of its railroads.

(b) Prominent facts in the history of your own county.

(c) Constitution of the State.

GRAMMAR AND COMPOSITION.—1. Participles—Synopsis of uses—Examples in diagrams.

2. Infinitives—Synopsis of uses—Examples in diagram.

3. How to parse infinitives and participles.

4. Figures of speech—Illustrations of the uses of noun-clauses.

5. Would the time usually devoted to technical grammar be better spent if used for composition?

ARITHMETIC.—1. What subjects should be embraced in a *practical* Arithmetic.

2. Practical rules of mensuration.

3. Analysis of miscellaneous examples.

4. Discussion of the metric system.

PHYSIOLOGY.—Special senses; (a) eye, (b) nose, (c) ear.

N. P.—1. Electricity—practical application of—(a) telegraph, (b) telephone, (c) electric lights, (d) street cars.

2. Magnetism.

NOTE.—The outlines for this year embrace some matter contained in the outlines for 1886-'87. It will be observed that greater prominence is given to methods of teaching—the true work of Institutes. More topics are given than can be discussed in one day, and it is suggested that managers and teachers select for discussion those topics best adapted to their wants. Other topics may be introduced, if deemed better. Exchange of thought and comparison of methods will enlarge the teacher's qualifications for his daily work. Vigorous and progressive teachers will show their merits at these institutes, and I trust that earnest work on the part of all teachers this year will result in great good to the common schools of our State. Teachers should be *leaders* in every community. To be such, they must know the best thought of their profession, and practice the best methods of instruction.

J. R. PRESTON, State Superintendent.

SEPTEMBER EXAMINATION, 1886.

FIRST GRADE—1 Ex. SPELLING.

VALUE 5 EACH.

1. Alpackah.
2. Ak we duct.
3. Musilege.
4. Krys ta line.

5. I ras sa ble.
6. Ex ta cy.
7. Sep er rate.
8. Sas i fras.
9. Fal a ble.
10. Par i lel.
11. Par ral a sys.
12. Sac ri lege.
13. Dom a sil.
14. Fil a gree.
15. Im a tuer.
16. Am i tuer.
17. Ar til ary.
18. Glis a ryne.
19. Cat a kise.
20. Crit a syze.

Spell, place the accent on the proper syllables, and mark the vowel of the accented syllables *long* or *short*, as the case may be.

FIRST GRADE—1 Ex. U. S. HISTORY. |

1. Give the name and general cause of the four colonial wars. 10.
2. What territory has been acquired by the U. S. since 1800? State how each tract was obtained, from what country, the date and the boundary. 10.
3. When was Mississippi admitted to the Union? What Indian tribes occupied a portion of her territory and what became of them? 10.
4. When and where was the Constitution of the U. S. adopted? How many amendments have been made to it? What was the first? What the last? 15.
5. What was the Missouri Compromise? Its date? 5.
6. What was the Alabama award? How and where made? 10.
7. What was the Dred Scott decision? When and by whom made? 10.
8. What two disasters happened to the Confederacy during the first week of July, 1863? 10.
9. Give a brief account of Jackson's Valley Campaign. 10.
10. When and by whom was Washington City captured? 10.

FIRST GRADE—1 Ex. READING.

1. What is articulation? How improved? 10.
 2. Define accent, inflection. 10.
 3. What are the advantages of concert reading? 10.
 4. What is the word-method used in teaching beginners to read? 10.
 5. What should be required in the preparation of a reading lesson? 10.
- Read a selection. 50.

FIRST GRADE—1 Ex. ARITHMETIC.

VALUE 10 APiece.

1. Write 2493 in Roman notation; define concrete, composite, ratio, discount, cube, U. S. 10-40's.
2. If the numerator is $3\frac{3}{8} \times 7.03$, and the denominator $2\frac{3}{4} \div (\frac{1}{3} - \frac{1}{8})$, what is the value of the fraction?
3. A bin is 10x12 ft., how high must it be to contain 80 bushels, and how much lumber will be required to make it?

- 4 Three men, A, B, C, dig a ditch 3 ft. deep, 6 ft. wide, 320 yards long, at 5 cents per cubit yard; A could have finished the work in 20 days, B in 25, C in 30. How much should each receive?
- 5 A bought a saw-mill for \$1,800, paying $\frac{1}{3}$ cash, balance by a note of 12 months, bearing 6 per cent. interest. The note was discounted at the end of eight months in a bank whose rate of discount was 10 per cent. How much cash should the bank pay for the note?
- 6 Required the dimensions in feet and inches of a crib to hold 1000 bushels, provided the height equal the width, and the length be double the width.
- 7 Bought wheat at 75 cts. per bu. on 6 months' credit, and sold the same day at 72 cts. cash. If money is worth 10 per cent. what per cent. did I gain or lose by the transaction?
- 8 What is the difference between the bank discount and the true discount of \$730.50 from May 12 to Sept. 18?
- 9 Divide 7.03 by 84 ten-thousandths and multiply the dividend by the quotient. Four decimal places required in each operation.
- 10 A horse is tied to the post of a straight fence: how long must the rope be that he may graze upon half an acre?

FIRST GRADE—I Ex. COMPOSITION.]

- 1 a Drunkard once reeled up to Whitfield with The remark Mr Whit-i am One of your converts I think it very likely was the reply for I am sure you are none of gods. 20. Write this correctly and give the rules for punctuation.
- 2 Define the terms *contraction* and *expansion*, as used in composition, and give an example of each. 15.
- 3 When are adjective and adverbial clauses set off by commas? Illustrate by one sentence containing a clause of each kind. 15.
- 4 Correct this sentence and give reason: I feel badly this morning. (*Correction* 5, reason 10.)
- 5 Write a composition of ten lines about cotton, using it in a compound, a complex, a declarative, an interrogative and an imperative sentence. 30. Sign your full name, with address containing State, county, town and date. Punctuate it. 5.

FIRST GRADE—I Ex. GRAMMAR.

VALUE 10 APIECE.

- 1 What are words? What are the grounds for separating words into the classes called parts of speech?
- 2 When is *as* a relative? Illustrate by sentence.
- 3 Give the number of the following, and write the possessive singular and plural of each: Kine, hero, valley, dwarf, analysis, radius.
- 4 What is comparison? Compare more, next, last, worse.
- 5 Write the possessive cases of all the personal pronouns.
- 6 Write a compound sentence, making each member complex.
- 7 Taking a madman's sword to prevent his murdering a neighbor is not theft. Analyze (by diagram or otherwise.) Parse taking, prevent, murdering, theft.
- 8 Name five uses of the Infinitive. Illustrate each by a sentence.
- 9 Laugh those who can. Analyze (by diagram or otherwise.) and parse laugh and who.
- 10 He came an hour later Sunday, because his brother had talked all night long. Parse hour, later, Sunday, night, long.

FIRST GRADE—1 Ex. GEOGRAPHY.

- 1 Define latitude and longitude. What is the difference between the degrees of latitude and longitude? 2. What is the latitude of your county seat, how far is it from the equator and from the torrid zone? 6.
- 8 On what five things does climate depend? Define isotherms. 8.
- 4 Name the races of men. Tell the race of the Hindoos, the Arabs, Turks. 8.
- 5 Draw an out-line map of Mississippi, locating the railroads, fifteen chief towns, ten principal rivers, and the Yazoo Delta. Give area and population of State. 14.
- 6 Name ten of the largest rivers on the Atlantic slope. Name the countries that border on Brazil, and their capitals. 12.
- 7 Of Switzerland give the boundaries, capital and kind of government, and name two lakes on its border. 12.
- 8 Describe the Rhine, Danube, Euphrates, Lena, Niger, Severn. 10.
- 9 What waters and countries would you pass in going around the world on the equator? 10.
- 10 What country in Europe directly east of us? 6.
- 11 What waters would you pass in sailing from Washington to Chicago? 10.

FIRST GRADE—1 Ex. M. ARITHMETIC.

VALUE 20 APIECE, 5 FOR ANSWER, 15 FOR ANALYSIS.

- 1 A man owned $\frac{2}{3}$ of a lot containing $\frac{5}{8}$ of an acre, and sold his share for \$40. What was the land worth per acre?
- 2 A cistern is filled by 4 pipes in $3\frac{1}{2}$ hours; how many pipes will fill it in $\frac{3}{4}$ of an hour.
- 3 A man bought a cow and calf for \$48. The difference in their values was $\frac{2}{3}$ the value of the cow. What did each cost?
- 4 How many pounds of cotton will it require to make three $438\frac{1}{3}$ lb. bales for the owner after paying the ginner $8\frac{1}{3}$ per cent. for ginning?
- 5 A having 57 bushels of wheat, sold B $\frac{2}{3}$ as much as B had; then B's wheat was equal to $\frac{2}{3}$ of A's; how much had each at first?

FIRST GRADE—1 Ex. N. P.

VALUE 10 APIECE.

- 1 Define matter, atom, molecule, density, friction.
- 2 Name, describe and give an example of each of the three kinds of molecular attraction.
- 3 How long would it take a bullet to fall from the top of the Washington Monument, (555 feet), and what would be its velocity when it reached the ground?
- 4 How is the specific gravity of a solid found? What is the measure of the tonnage of a ship?
- 5 What is the velocity of light, and how found?
- 6 What is the undulatory theory of light? Explain by diagram why an image is reversed right and left in a plane mirror.
- 7 Define and give illustration of refraction.
- 8 What kind of lens is used for a short-sighted person's eye-glasses? Why?
- 9 Compare heat at the distance of two feet with that at three feet.
- 10 Give the causes of ruin.

FIRST GRADE—1 Ex. Phys.

- 1 How many bones in the body of an adult, and what are their three principal uses? 10.
- 2 Name the bones of the arm, and classify the joints of the elbow and shoulder. 15.
- 3 Describe the skin and state its function. 15.
- 4 Describe the entire process by which food becomes blood. 30.
- 5 Describe the passage of blood from its entrance into the right auricle till it reaches the left auricle, naming the parts of the body through which it passes, and what change has taken place in the blood itself. 30.

SECOND GRADE—1 Ex. Sp.

VALUE 5 EACH.

De sent full.
 Tir ra ny.
 Sin sear ly.
 Ru mat tic.
 Be seage.
 Klo ri form.
 Po leese.
 Pol tiss.
 Gaje.
 Guin ny.
 Ser sin gle.
 Traj i dy.
 Pred ju diss.
 Sis turn.
 Ser fit.
 Lees ure.
 Rain dear.
 Sel e ry.
 Mor tiss.

Mark the accented syllables.

READING.

Read a selection made by Superintendent, and spell and define words selected by him from the passage read.

SECOND GRADE.—1 Ex. M. Ar.

ANSWERS 5 EACH. ANALYSES 15 EACH.

- 1 If a farm contains 64 acres, what will be $\frac{5}{8}$ of the farm?
- 2 If $\frac{3}{4}$ of an acre yield 27 bushels of corn, what will the whole acre yield?
- 3 If a yard of calico cost $6\frac{1}{4}$ cents, what will seven yards cost?
- 4 What are 2 bushels, 3 pecks, 1 gallon of clover seed worth at 80 cents per gallon?
- 5 If a barrel contain 27 gallons and $\frac{2}{3}$ of it leak out, how many gallons will be left?

SECOND GRADE.—1 Ex. GRAM.

- 1 What is English Grammar? 5.
- 2 Name the parts of speech, and give three of each. 15.

SUPERINTENDENT OF EDUCATION.

- 3 What is a personal pronoun? Give the cases, in order, of me, thou and her. 20.
- 4 Give the principal parts of see, fight, strike, give. 10.
- 5 Parse all the words of the following sentence: John will sell his calf when it is fat. 50.

SECOND GRADE.—I Ex. AR.

VALUE 10 APiece.

- 1 Define notation, division, quotient, factor.
- 2 Divide 484,802 by $4\frac{2}{3} - \frac{3}{4}$, and prove the work.
- 3 Find the L. C. M. and G. C. D. of 16, 196 and 84. Find prime factors of 72.
- 4 Add $31\frac{1}{2}$ and $28\frac{2}{3}$ and divide the sum by $3\frac{1}{3}$.
- 5 A laborer owned $\frac{3}{4}$ of a bale of cotton which weighed 480 pounds. What is his share worth at $8\frac{1}{2}$ cents per pound?
- 6 A mare and colt cost \$150; the colt cost $\frac{2}{3}$ as much as the mare, what was the value of each?
- 7 8.03×26.005 and the product divided by 6.05, equals what?
- 8 What is $16\frac{2}{3}$ per cent. of 72?
- 9 By selling a knife for thirty cents, a merchant lost $33\frac{1}{3}$ per cent. of its cost. What was its cost?
- 10 Find the interest on \$108.50 at 6 per cent. for 3 months and 20 days.

SECOND GRADE.—I Ex. GEO.

VALUE 10 EACH.

- 1 What bodies of water would you pass through in sailing from Chicago to Quebec?
- 2 Bound Georgia and give its capital.
- 3 Locate St. Louis, Kansas City, Charleston, Norfolk and Detroit.
- 4 Mention the rivers of the U. S. that empty into the Pacific.
- 5 What is a republic? Mention three republics in America and two in Europe.
- 6 Bound Peru and give its capital.
- 7 Where are the Ural and Pyrenees Mountains?
- 8 Where are Liverpool, Athens and Calcutta?
- 9 Bound Mississippi, name and locate its six largest towns and five largest rivers.
- 10 Bound your county, give its towns and principal streams.

SECOND GRADE.—I Ex. Compo.

- 1 What is a word? A sentence? 10.
- 2 How many kinds of sentences are there? 10.
- 3 Give five rules for the use of capitals. 10.
- 4 Give three rules for the use of the comma and write a sentence to illustrate each. 20.
- 5 Write a compound sentence; a complex sentence. Correct: Who was you speaking to? He asked she and I to take the basket. 20.
- 6 What must every sentence contain? 10.
- 7 Write your full address, including county, and punctuate. 10
Define and illustrate phrase and clause. 10.

SECOND GRADE.—1 Ex. U. S. HISTORY.

VALUE 10 EACH.

- 1 Give a brief description of the voyage made by Columbus when he discovered America.
- 2 After whom was America named?
- 3 Who was Raleigh, and where did he plant his first colony?
- 4 Where and by whom was the first settlement made in Virginia?
- 5 Give an account of the settlement of Georgia.
- 6 Give the date and a description of the battle of Yorktown.
- 7 Mention the first five and the last five Presidents of the U. S.
- 8 Who were the Presidents during the war of 1812 and the Mexican war?
- 9 Who were the leading Generals of these wars?
- 10 How was Texas acquired by the U. S.?

THIRD GRADE.—1 Ex. Sp.

VALUE 5 EACH.

Ker tin.
 Sat tin.
 Sin durs.
 Fer niss.
 Biz ness.
 Sol lem.
 Kat i log.
 Loan syn.
 Pit ta full.
 Kan sell.
 Pur jure.
 Ser naim.
 An sur.
 Par a dice.
 Vish us.
 Sur viss.
 Preast.
 Ster rill.
 For rin.
 Main jer.

READING.

Read a selection from fourth reader, and give meaning of words selected by Superintendent.

THIRD GRADE.—1 Ex. M. Ar.

ANSWERS 5 EACH. ANALYSES 15 EACH.

- Lucy had \$17 after spending 9 for a dress. How many had she at first?
 At 7 cents a yd. how many yards of calico can you buy for 63 cents?
 William had 68 dollars and bought six calves at 9 dollars a head. How much money had he left?
 Sam had 26 dollars and spent four for a pair of boots and seven for a coat. How many dollars had he left?
 If $\frac{1}{8}$ of an acre cost 7 dollars, what will a whole acre cost?

THIRD GRADE.—1 Ex. AR.

VALUE 10 EACH.

Define arithmetic, multiplication, fraction, numerator.

Multiply six hundred and fourteen thousand, three hundred and sixty, by 2068, and subtract the multiplier from the product.

A man bought 84 acres of land for \$29 an acre and built on it a house which cost \$2030. How much must he sell the farm for, that he may gain \$875?

Find the cost of 5-8 of 104 acres of land at $\$24\frac{3}{4}$ per acre. $16\frac{2}{3}$ divided by $32\frac{1}{4}$ equals what?

Multiply 36.6 by eight and four hundredths.

203.06 multiplied by 68.043 equals what?

What will 800 bu. wheat cost at $83\frac{1}{2}$ cents per bu.?What is $37\frac{1}{2}$ per cent of \$64?

Compute the interest at 7 per cent. on \$336.25 for 1 year, 2 months, 15 days.

THIRD GRADE.—1 Ex. GEOG.

VALUE 10 APiece.

Define volcano, lake, cape, strait, gulf.

Name the zones, beginning at the North Pole.

Locate the Alleghany Mountains, the Altai Mountains, the Apennine Mountains, Bosphorus Strait, White Sea.

Bound Spain and give capital.

Name five tributaries on each side of the Mississippi River.

Name three largest rivers wholly within Texas.

Bound Indiana and give capital.

How would you go by water from Vicksburg to Selma, Ala.?

Define republic, monarchy. Give two of each.

Locate the Adriatic Sea, and tell what countries compose the British Islands.

THIRD GRADE.—1 Ex. LANG. LESSONS.

VALUE 10 APiece.

Define language, written and spoken.

Define word, sentence, predicate.

How many parts must each sentence have?

What is punctuation? Give the marks and their names.

Write sentences in which you use all the punctuation marks.

Give the rule for the use of the comma in the sentence you write with a comma in it.

Correct "between you and I," and give the reason.

Correct, She taken my slate because I had wrote on it.

Write the date of this exercise and your full P. O. address, including county, and punctuate it.

RULES FOR EXAMINATION.

ADOPTED BY THE

STATE BOARD OF EDUCATION.

1. The questions are to be used only on the Saturday for which they are sent, and this examination completed in one day.
2. Examinations should be held in school-houses, *if possible*, and one desk assigned each applicant.
3. All books, maps, globes and other sources of aid must be removed.

4. All conversation and communication must be forbidden and prohibited.
5. Questions need not be copied. Answers should be numbered and written on only one side of the paper.
6. In Arithmetic all the work must be given.
7. Before beginning the examination each applicant shall sign the following pledge: "I hereby pledge my honor not to give or take aid during this examination."

MAY EXAMINATIONS, 1887.

IG. IX. SP.—20 MINUTES.

1. gur ril lah	Words, 6 each	72
2. fair a see	13.....	12
3. strat i gy	14.....	16
4. strat i gem		
5. an ti date		100
6. si e nyte		
7. cal so mine		
8. co er sion		
9. mal i able		
10. min ion et		
11. cam mel ia		
12. sal e man der		
13. Accent the words, mark with diacriticals all the syllables, mark the silent letters by a light line drawn through them.		
14. Give the meaning of the following prefixes, and illustrate by examples: anti, dis, epi, hyper, un.		

IG. IX. R.—TIME FOR QUESTIONS 30 MINUTES.

Reading 2 minutes, or less for each teacher.

1. Name four ways in which a word may be emphasized. 20.
2. What is a parenthesis, and how should it be read? 15.
3. Distinguish by brief definitions the following: Pronunciation, enunciation, articulation. 15.
4. Read a selection made by Sup't, (10 lines.) 50.

IG. IX. GEOG.—45 MINUTES.

1. Give three proofs that the earth is round. 10.
2. Why are the Arctic circles $23\frac{1}{2}$ degrees from the poles? 10.
3. Describe the Trade Winds; state between what parallels they are found and their direction. 15.
4. Bound, give capitals, rivers, lakes and mountains, of Texas, Bolivia, Ireland. 30.
5. Name four rivers in Michigan that flow into Lake Michigan. 15.
6. Locate Benares, Smyrna, Bangkok. Tell what waters they are on. 15.

IG. IX. AR.—1 HOUR AND TWENTY MINUTES. VALUES EQUAL.

1. A note for \$300 dated January 6, bears 6 per cent. interest, and is due September 2. A bank whose rate of discount is 10 per cent. buys the note July 15. How much cash does it bring the holder?
2. A farmer in Mississippi wishes to send \$3000 to New Orleans. He expresses it for 20c. per \$100, paying the charges. His merchant allows him 4 per cent. interest for 90 days. If he had remitted the money by a 90 day draft (without grace), exchange being $\frac{1}{4}$ per cent. premium, how much would he have gained?
3. What is the face of a 3 months note that will bring \$900 if discounted in bank @ 10 per cent?

4. How many square inches on the inside of a cubical box that holds $2\frac{1}{4}$ bushels? (No lid.)
5. A fences a circular pond and a square field, each containing 10 acres. Required the length of each fence in yards.

IG. IX. M. A.—TIME 40 MINUTES.

Analyses 20 each. Ans. 5 each.

1. How many pounds of lint must a crop yield if the farmer gets five 460 lb. bales, after paying $8\frac{1}{3}\%$ per cent. for ginning?
2. A note of \$275 @ 6 per cent. amounted to \$295.50. How long did it run?
3. At what time between 9 and 10 o'clock is the long hand of a clock just 15 minutes behind the short hand?
4. A rope 88 feet long was so cut that three-fifths of the short piece was 6 feet longer than $\frac{3}{8}$ of the long piece. Required the length of each part.

IG. IX. GR.—60 MINUTES.

1. What parts of speech are used as connectives in forming complex sentences? 10.
2. (a.) He saw the place where they live. (b.) He lives where the flowers bloom the year round. What are the uses of *where* in the above sentences? 10.
3. (a.) He hopes to merit heaven by making earth a hell.
(b.) This gave the enemy a chance to rally.
(c.) He should be the first to exhort you to weigh long whom you should choose above all others.
(1.) Analyze (c) by diagram (or otherwise). 20.
(2.) Parse merit, hell, exhort, weigh, long; and year, and round in 2 (b) 30.
4. Give a synopsis of the uses of participles with a sentence to illustrate each. 20.
5. Write sentences illustrating all the case forms of *whosoever*. 10.

IG. IX. COMPO.—45 MINUTES.

1. How do you distinguish between a compound and a complex sentence? 25.
2. What four classes of conjunctions are used in making compound sentences. 15.
3. In the New Testament we have the following words: Jesus answered the Jews, Is it not written in your law I said ye are gods?
Write correctly—Tell why you use each punctuation mark. 35.
4. Write a note of five lines, inquiring of his mother about the absence of a pupil.
Let this note contain the correct heading and closing of a letter. On the opposite side of the sheet direct the note as you would a letter, giving postoffice, county, etc. All mistakes counted. 25.

IG. IX. HIST.—45 MINUTES—VALUES EQUAL.

1. For what was each of the following persons noted: De Soto? LaSalle? Wolfe? Stephen A. Douglass?
2. How did the U. S. acquire the territory where each of the following cities is situated: Indianapolis? St. Louis? Galveston? Key West?
3. How is the President of the United States elected?
4. To what party did each belong: the 3d, 7th, 11th, 17th President?
5. What was the "Trent affair?"

IG. IX. PHYS.—1 HOUR.

1. Describe the organs of digestion. 30.

2. Name all the fluids that aid in digestion, the change produced by each, and the organ in which the change takes place. 35.
3. Name the three principal substances composing the class of nitrogenous foods. 15.
4. What are the functions of the iris, and what gives it color? 20.

IG. IX. N. P.—45 MINUTES—VALUES EQUAL.

1. Describe the osmose of liquids.
2. A pendulum 39.1 inches long vibrates once in a second; how long must a pendulum be to vibrate 4 times per second?
3. Where must the finger press on a violin string to make a note an octave above that made by the whole string?
4. Describe the simple galvanic circuit. Name the materials used, and state the use of each.

Where values are not marked, questions are equal in value.

SECOND GRADE—IX SP—30 MINUTES.

- | | |
|--|-------------------|
| 1. sin a gog | words.....7 each. |
| 2. am a thist | 13.....12 |
| 3. an thre site | 14.....4 |
| 4. pre seed ance | |
| 5. crys a lis | |
| 6. glis a rine | |
| 7. prop e gate | |
| 8. pros a lite | |
| 9. sin nod | |
| 10. ef er vess | |
| 11. elo ri form | |
| 12. lab a rinth | |
| 13. Mark the accents, diacriticals and silent letters. | |
| 14. What three letters are never doubled in English words? | |

2G. IX R.—30 MINUTES FOR QUESTIONS.

1. When should the rising inflection be used? 20.
2. What emotions should be expressed in the "tremulous tone?"
3. Why should pupils be taught the meaning of every word in a reading lesson? 10.
4. Read a selection and define words required by Superintendent. 50.

2G. IX GEOG.—EQUAL—60 MINUTES.

1. Define gulf, bay, strait, and locate 3 of each.
2. Draw an outline map of Mississippi, locating five railways, 10 chief towns, four rivers and your county.
3. Name, locate and give directions of 5 mountain ranges in North America.
4. Bound, give capitals and rivers of Pennsylvania and Chinese Empire.
5. Name the countries of Europe and their capitals.

2G. IX AR.—EQUAL.—1 HOUR AND 20 MINUTES.

1. Define prime number, concrete number, G. C. D., premium, policy.
2. $3.83\frac{1}{3} \times 5\frac{1}{8} \div 8.08 = \text{what?}$
3. A horse and harness cost \$180; the horse cost $2\frac{1}{3}$ times as much as the harness; what was the cost of each?
4. A crib is 10 feet high, $12\frac{1}{2}$ feet wide and 25 feet long; how many bushels will it hold?
5. If I sell 3 pks. of clover seed for what $1\frac{1}{4}$ bushels cost, what per cent. do I gain?

6. Bought sugar at 13 cents a pound on 8 months credit, and sold it the same day for 12 cents cash; what per cent. was gained, or lost, money being worth 6 per cent?

2G. IX M. A.—ANAL. 15. Ans. 10—1 Hour.

1. A and B can build a fence in 8 days; A, B and C can build it in 6 days. How long will it take each man working alone?
2. If $\frac{5}{8}$ of a bushel of corn cost 40c., what will $3\frac{1}{2}$ bushels cost?
3. Sold $\frac{3}{8}$ of a barrel of vinegar, gave my neighbor 5 gals. and had 2-5 of a barrel left. How many gals. had I at first?
4. How much must a lawyer collect to send his client \$114, after deducting 5 per cent. for commissions?

2G. IX GR.—1 Hour AND 20 MINUTES.

1. Nephew, bachelor, actor, hero; write the feminine nouns of these four; then write the possessive cases, singular and plural of the eight words.
2. Write the plurals of wolf, cherry, arch, and give the rule for forming each
3. Go to the ant, thou sluggard. She will teach thee wisdom. Analyze (by diagram or otherwise) the first sentence.
4. Parse go, sluggard, thee, wisdom, thou.
5. Give a synopsis of *teach*. Indic., Act. and Pass., using she as subject.
6. Give all the infinitive forms of *go*.

2G. IX COMPO.—1 Hour.

1. Give 5 directions for using capitals. 20.
 2. Every pupil who forgot their slates must bring them to-morrow
 3. Correction 5. Why, 10.
 3. I saw the man who you took to be Mr. Doyle. Correction 5. Reason, 10.
 4. Write a sentence containing an adverb clause. 10.
 5. Write a note of five lines to a friend asking him to send you a certain book, and telling him when you will return it.
- (Give the note the correct form of a letter, with date, etc., including county. All mistakes counted.) 40.

2G. IX HIST.—1 Hour.

1. Give a brief account of the voyage of the Cabots.
2. Brief account of the capture of Quebec by Wolfe.
3. When and by whom was Maryland settled?
4. Name in order the 5 Presidents who followed Jackson and tell to what party each belonged.
5. Who were the commanding generals in the battle of Antietam? Of Fredericksburg? Of 2d Manassas?

3G. IX SP.—40 MINUTES.

- | | |
|---|------------------|
| 1. ar te choak | Words.....7 each |
| 2. lunch un | 13.....12 |
| 3. gaz a teer | 14.....4 |
| 4. in sid eous | |
| 5. pur fid eous | |
| 6. har rang | |
| 7. an e lize | |
| 8. cat a chize | |
| 9. sil o gism | |
| 10. me ton o my | |
| 11. di vis able | |
| 12. av i lanch | |
| 13. Mark the accents, diacriticals, and silent letters. | |
| 14. Give the rule for spelling perilous. | |

3G. IX R.—30 MINUTES.

Read from 4th Reader, 15 lines of prose and a stanza of poetry.
Spell and define the words selected by Superintendent.

3G. IX GEOG.—EQUAL.—1 HOUR AND 20 MINUTES.

1. Define cape, and locate 3, telling what land they project from and into what water.
2. How many counties in Miss? Name those bordering on Tennessee, beginning at the Mississippi River.
3. Bound, give capitals, rivers and mountains of West Virginia and Kentucky.
4. Through what countries does the Rhine flow and into what water empty?
5. Locate Cyprus, White Sea, Lake George, Fort Smith.
6. Name the waters passed in sailing from Baltimore to Detroit.

3G. IX M. A.—FULL WRITTEN ANAL. 16—ANS. 5.—1 HOUR AND 20 MIN

1. A man had a journey of 35 miles; he walked 15 miles Monday and 17 Tuesday, how many miles was he from the end?
2. How many sheep @ \$7 a head can be bought for \$71, and leave the purchaser \$3?
3. Cost of 8 hogs @ \$9 a head?
4. If $\frac{1}{2}$ of an acre cost \$7 what will 3 acres cost?
5. A man bought 8 calves @ \$7 a head, how much will a \$50 bill lack of paying for them?

3G. IX AR.—VALUES EQUAL—FULL OPERATION REQUIRED.—2 HOURS.

1. Define subtrahend, primefactor, numerator, decimal fraction, interest.
2. Find the sum of $57\frac{1}{2}$ acres, $29\frac{2}{3}$ acres, $15\frac{5}{8}$ acres.
3. 108.07 multiplied by seventy and 87 ten-thousandths = what?
4. $29.009 : 6.5703 =$ what?
5. Cost @ $\$2\frac{1}{2}$ per cord of a pile of wood 25 ft. long, 5 ft. high, 4 ft. wide?
6. Interest on \$485.60 from Jan. 25 to Aug. 12, @ 10 per cent.

3G. IX LANG. LESS.—1 HOUR AND 30 MINUTES.

1. Define sentence, subject, predicate. 15.
2. How can you tell the subject of a sentence? Upon the limb perches the eagle. What is the subject? Why? The predicate? Why? 20.
3. Inflect the past tense Indicative, (active and passive) of the verb *shake*. 15.
4. Write a sentence containing 1 noun, 2 adjectives; 2 adverbs. 10.
5. Write a letter to the trustees applying for a certain school. In the heading give your P. O., county, State, and the date. On the opposite side of the sheet, direct the letter to the secretary of the trustees, giving his name, P. O., county, State. Special attention to punctuation required. 40.
1. The questions are to be used only on the Saturdays for which they are sent, and this examination completed in one day.
2. Examinations should be held in school-houses, if possible, and one desk assigned each applicant.
3. All books, maps, globes and other sources of aid must be removed.
4. All conversation and communication must be forbidden and prohibited.
5. Questions need not be copied. Answers should be numbered and written on only one side of the paper.
6. In Arithmetic all the work must be given.

7. Before beginning the examination each applicant shall sign the following pledge: "I hereby pledge my honor not to give or take aid during this examination."

Special attention is called to the following clauses of the School Law:
 SEC. 65. * * * Each applicant should be furnished with the list of questions on only subject at a time, and his answers thereto shall be written in ink and delivered to the Superintendent before the applicant takes the questions on the next subject.

SEC. 26. * * * The Superintendent shall require the answers to be written always in his presence. In no case shall a license be granted if the applicant has received any assistance during the examination. No license shall be valid which does not show the per cent. made on each subject, and on the general average.

It is suggested that Superintendents have pages to carry questions to the applicants.

If the Superintendent decides to limit the time, that marked for each topic will be found sufficient, but more may be taken.

Papers should be filed without being folded. A paper fastener should be used by each teacher to file his papers as they are written.

SEPTEMBER EXAMINATIONS.

QUESTIONS FOR 2D SATURDAY.

FIRST GRADE—IG. H. X.—EQUAL—75 MIN.

- (1.) Bound Bolivia, Persia, and give capitals. Name 2 rivers, 2 mts., 2 lakes of each.
- (2.) Mention 4 islands of Asia crossed by the equator.
- (3.) Describe California—as to soil, climate, productions, mts., rivers, towns.
- (4.) Name 6 rivers that empty into the Mississippi, between Memphis and New Orleans, and 6 towns on its banks between same points.
- (5.) Name the largest river, highest mountain and largest city of each Grand Division of the earth.

2X. 1G. N. P.—90 MINUTES.

1. Define gravity, gravitation, weight, 15.
2. A bullet dropped into a well, struck the water in three seconds. How deep was the well?
3. Would a clock lose or gain time if carried to the top of a high mountain? Why? 25.
4. Tell the difference between a high-pressure and a low-pressure engine. 20.
5. Describe the telephone, and tell how it conveys sound so distinctly. 25.

2X. 1G. Sp.—8 EACH.—35 MIN.

1. sham paine (wine)
2. sha raid
3. ca me lion
4. bat al lion
5. clo ri form
6. cris a lys
7. ac que lin
8. stan shun
9. trun shun
10. o beesance

11. Give meanings and examples of (a) the following suffixes: en, ite, ous, ule; of (b) the prefixes: peri, meta, hypo. 15.
12. Put accent and diacritic marks on the 10 words to be spelled. 5.

1G. II. X. Ar.—90 MIN. —20 EACH.

1. At 7 cents a cu. yd., what will it cost to excavate a cellar that shall be 8 ft. deep, 10 ft. wide, 11 ft. long, after being walled up with a 16-inch wall? 20.
2. At \$12.50 per thousand, what will the lumber cost in a fence 5 planks high enclosing a circular pond containing $5\frac{1}{2}$ acres, planks 1 in. thick, 6 in. wide, posts 4x6, 7 ft. long, and set $6\frac{1}{2}$ ft. apart. 10.
3. Sold goods to the amount of \$425 on 6 months' credit, which was \$25 more than the goods cost; what was the profit, money being worth 6 per cent.? 20.
4. A cubical box contains 2,406,104 solid inches; required, the area of its bottom. 20.
5. Find the price of Mississippi 6 per cent. bonds when a man can realize $5\frac{1}{2}$ per cent. on the money he invests in them. 20.

1G. II. X. M. A.—90 MIN.

Analysis 15, ans. 5 each.

1. A. and B. can do a piece of work in 16 days, A can do $1\frac{1}{8}$ times as much as B; in how many days can each do it working alone? 20.
2. How much corn must you take to mill in order to bring back 14 bus. after the toll of $12\frac{1}{2}$ per cent, is paid for grinding? 20.
3. $\frac{3}{4}$ of the time from now to 5 o'clock p. m. equals $\frac{3}{4}$ of the time past midnight; what is the time of day? 20.
4. John gave his play-mates 25 chestnuts, $\frac{2}{3}$ of them received 5 apiece, the rest but 3 apiece; how many playmates had he? 20.

1G. II. X.—Phys.—EQUAL—90 MIN.

1. Give composition of bone, and name those of the head. 20.
2. Describe and give office of (a) ligament, (b) cartilage. 20.
3. Describe the nutritive properties of (a) milk, (b) beef, (c) wheat bread. 20.
4. What causes (a) freckles, (b) the difference in the color of eyes? 20.
5. Describe and give function of (a) cerebrum, (b) reflex action of nerves. 20.

2X 1G R.—30 MIN. FOR QUESTIONS.

1. Define relative emphasis, give example and underline the words to be emphasized. 20.
2. Name two places where Rhetorical pauses occur, and illustrate each. 20.
3. Read a selection of prose and one of poetry. 60.

2X. 1G.—Compo.—45 MIN.—EQUAL.

1. The night is dark. Give four forms into which this statement may be changed to make it more emphatic. 20.
2. Define metaphor and metonymy and give an example of each. 20.
3. To insure purity of style what three kinds of words must not be used. 20.
4. He did all this and much more for to Tim who did not die he was a second father. (Punctuate and tell why each mark must be used.) 20.
5. Write a letter to D. Appleton & Co., N. Y. Tell them you enclose \$1.50 for a copy of Tracy's Physiology; that you saw it advertised in a school journal (give name of journal.) 20.

(Special attention to form, composition and punctuation.)

2X. 1G.—Gr.—1 HR.

1. Give and illustrate four uses of the present tense. 15.

2. Name the classes of adverbs, give an example of each, and write sentences containing clauses introduced by each. 15.
3. All the white sheep are mine; the black ones are some one else's. Parse all, white, and else's. 10.
4. He does not know which to choose. Analyze and parse which and choose. 20.
5. Although I had dabbled but slightly in Greek, nevertheless, having come to Athens to study, I was opposed to returning empty-headed. Analyze by diagram (or otherwise) 16. Parse study, was opposed, empty-headed, returning. 24.

1G. II. X.—HIST.—EQUAL—90 MIN.

1. Give a brief account of explorations made by the Cabots.
2. Give the essential points of difference between the colonial governments of Massachusetts and Pennsylvania.
3. What were the conditions and extent of the territorial acquisitions secured by the United States as a result of the Mexican war.
4. Name and define the three branches into which the United States Government is divided and name the present Cabinet officers.
5. Give a brief account of Gen. Lee's surrender.

2X. 2G. M. A.—60 MINUTES. Full written analysis, 20; ans. 5.

1. A can build a fence in 8 days; B. in 6 days; C. in 12 days. How long will it take all three working together?
2. A cow and calf cost \$78; the cow cost three and a third times as much as the calf. Find cost of each.
3. John had 25 marbles more than James, and $\frac{2}{3}$ of John's equalled $\frac{1}{4}$ of Jeme's; how many had each?
4. A boy bought papers at the rate of 3 for 10 cents, and sold them for 5 cents apiece, what per cent profit did he make?

2X. 2G. Gr.—80 MINUTES.

1. How do you tell when a verb can be used in the passive voice? 10.
2. Give the objective case forms (sing. and plu.) of all the personal and relative pronouns. 20.
3. Give a synopsis of the indicative and infinitive (act. and pass.) of the verb eat.
4. The boy *who came here yesterday* has *stolen my silk necktie*. Analyze by diagram or otherwise. 20.
5. Parse words italicized. 30.

2X. 2G. Compo.—60 MIN.

1. Give the ending of nouns that add *es* to form the plural. Give examples.
2. When should clauses be set off by commas? When not? Illustrate.
3. To LET Farm house in Tate county Miss three miles from M & T R R Ten rooms garden planted six months \$200 one year \$350. *Punctuate*.
4. We taken the boat because the Captain told she and I that he had chose the best pilot on the river? Correct.
5. Write a letter to a firm in New Orleans answering their advertisement for a clerk. (Special attention to all the forms of a perfect letter.)

2X. 2G. Ar.—90 MINUTES. EQUAL. (All the work required.)

1. Define prime number, concrete number, L. C. M. premium, Bank discount.

2. The dimensions of a brick being $8 \times 3\frac{1}{2} \times 2\frac{1}{2}$ inches, how many will be required to lay a pavement 8 feet wide and 60 feet long, provided the largest surface of the brick is exposed? Find also the cost of the bricks at \$8 per M.
3. The difference between two places in time is 1 hr. and 40 min. What is the difference in longitude?
4. If you invest \$5,000 in Miss. 6 per cent. bonds at 105, how much interest will you receive annually?
5. Find the square root of 48364.907.
6. Find the proceeds of a 90 day note for \$10,000, discounted in bank at 6 per cent.

* * * 2X. 2G. R.—30 MINUTES FOR QUESTIONS.

1. Read a selection of prose and one of poetry and tell meaning of words and expressions selected by Superintendent, 80.
2. Define (a) rising inflection (b) falling inflection. Illustrate. 10.
3. Define monotone. To what kind of passage is it suited? 10.

2G. II. X. Geog.—EQUAL 60 MINUTES.

- (1.) Define strait, isthmus. Locate 2 of each.
- (2.) Name and give capitals of 5 territories.
- (3.) Bound, locate capitals, 2 cities and 2 rivers of (a) Va., (b) Belgium.
- (4.) Locate Caspian Sea, Mt. Mitchell.
- (5.) Name the States bordering on the Atlantic Ocean, and give capitals.
- (6.) Name the waters passed through by a ship-load of wheat from Chicago to Liverpool.

2X. 2G. Sp.—WORDS 9 EACH—30 MINUTES.

1. re col lect
2. rec com end
3. av i ri tious
4. al i ga ter
5. mel lo dian
6. cat i log
7. judg ment
8. par i dice
9. dis a pline
10. ve loc a peed
11. Put proper accent and diacritic marks on words above. 4.
12. Give a list of words containing all the sounds (a) of e, (b) of i, and mark with Webster's mark each sound. 6.

2G. II. X. Hist.—EQUAL—50 MINUTES.

- (1.) Name the original 13 States.
- (2.) Who settled and claimed New York and why?
- (3.) What was the French and Indian war, and in whose favor did it terminate?
- (4.) State briefly the causes of the second war with England, and of the civil war, and name the last battle of each.
- (4.) Name the Presidents who were inaugurated at Washington.

THIRD GRADE.

2X. 3G. Sp.—9 EACH—30 MINUTES.

1. sur cle.
2. sur face.
3. sur loin.
4. sur naim.
5. sur geon.
6. sal le ry.

7. sep ter (a sword.)
8. sar i cen.
9. sim pa thyze.
10. skur mish.
11. Accent and diacritic marks on words above. 5.
12. Give a list of words showing all the sounds of *a* properly marked. 5.

3G. II. EX.—GEOG.—EQUAL—80 MINUTES.

- (1.) Define river, mountain, volcano, and locate 3 of each.
- (2.) Locate a river of the U. S. flowing north.
- (3.) Bound Mississippi, and name 2 rivers, 3 towns and 4 railroads.
- (4.) Draw map of your county, giving principal rivers or creeks, three towns, and latitude of county seat.
- (5.) Name 2 cities and 3 bays of Massachusetts.
- (6.) Name and give capitals of countries of South America bordering on Brazil.

3G. II. EX. M. A.—EQUAL—FULL WRITTEN ANALYSIS 20, ANSWERS 5—80 MINUTES.

- (1.) If five-sevenths of an acre of land cost twenty dollars, what will 2 acres cost?
- (2.) A boy spent $\frac{1}{4}$ of his money for a top and had 10 cents left. How much had he at first?
- (3.) What cost a dozen and a half chickens at $12\frac{1}{3}$ cents each?
- (4.) What cost $\frac{3}{8}$ of 2 gallons of wine at 40 cents a pint?

2X. 3G. LANG. LESS.

1. Give four rules for the use of capitals, with example of each. 10.
 2. Virtue brings its own reward vice its own punishment. Punctuate and tell why each point is used. 10.
 3. No one of my fathers sons have been so unlucky as me. Correct and tell why. 10.
 4. Tell the part of speech of each word in (3.) 15.
 5. Define phrase and tell when a phrase should be set off by commas. Illustrate. 15.
 6. Define clause and write a sentence containing a clause which should not be set off by commas. 15.
 7. Write a letter to the superintendent of an adjoining county inquiring about a certain school. 25.
- (All forms, etc., necessary to a perfect letter required.)*

2X. 3G. R.—40 MINUTES.

Read a passage of (a) prose, (b) of poetry.
Define 5 words selected by Superintendent, and tell what words in the first sentence require emphasis and why.

3 G. II. X AR.—EQUAL—120 MINUTES.
(All the work required.)

1. Define Arithmetic and give proof of Division.
2. A drover bought sheep at the rate of 5 for \$12. How much per head must he sell them for to gain 5 per cent?
3. Simplify $27\frac{1}{2}$ plus 21.75×16.021 divided by 107.101 (4 decimals.)
4. What cost 21 acres of land at 50 cents a sq. rod?
5. At \$2.50 a cord, what cost a pile of wood 18 ft. long, 6 ft. high, $3\frac{1}{8}$ ft. wide?

T E X A S.

QUESTIONS USED BY COUNTY BOARDS OF EXAMINERS SEPTEMBER 24 and 25, 1887.

DEPARTMENT OF EDUCATION, AUSTIN, TEXAS, Sept. 15, 1887.

Board of Examiners of.....County :

In conducting the examination of candidates for teachers' certificates, you are advised to adopt the following rules:

1. The questions pertaining to each subject should not be made known to any one until the time specified for the beginning of the examination. The questions will then be written on a blackboard in presence of the candidates.

2. No candidate will be permitted to leave the room after a subject has been assigned, without depositing the examination papers with the committee. In no case shall papers once deposited be returned to the candidate.

3. During the examination, all books, maps, globes or other aids must be removed from the observation of the candidates.

4. Every candidate supplies himself with paper, pens and ink. If any corrections are necessary, the candidates shall not erase, but shall draw a single mark over the error, that the examiners may see the error as well as the correction.

5. The name of the candidate shall be written at the top of each page. No slates or trial papers shall be used, but all the writing shall be upon the sheets of the examination papers.

6. No books shall be consulted, nor communication permitted during the examination.

7. No one shall make inquiries respecting the import of any question. If any one shall be in doubt as to the meaning of a question, he shall express his doubt in writing, and this statement shall be submitted to the examiners with his examination papers.

8. All candidates shall commence each subject simultaneously. Papers should be collected by some member of the board of examiners at the expiration of the allotted time.

9. You are further advised to adopt and enforce the following program of examination :

Friday, Sept. 23, 1887.

9—10:00, English Grammar.

10—11:00, Geography.

11—12:30, Arithmetic.

RECESS.

2:30—2:55, Orthography.

2:55—3:20, Penmanship.

3:20—3:50, Reading.

3:50—4:20, Composition.

4:20—5:05, History of United States.

5:05—5:50, History of Texas.

Saturday, Sept. 24, 1887.

9—10:00, Theory and Practice.

10—11:00, Physiology.

11—12:00, Natural Philosophy.

RECESS.

2:00—3:30, Algebra.

3:30—5:00, Geometry.

Very respectfully,
O. H. COOPER, Sup't Public Instruction.

I.—SPELLING.

Let one member of the Board of Examiners dictate twenty words of average difficulty, to be written by each candidate.

II.—READING.

1. To what is the drawling tone in reading usually due? How may it be corrected?
2. How may the tendency to read too rapidly be corrected?
3. Let each candidate read a short prose selection.
4. (For first grade only.) When, how, and why may you encourage the study of literature in reading classes?

III.—PENMANSHIP.

Select one set of papers as a test in penmanship. Announce at the beginning of the examination in that subject. Geography is one of the best subjects for this purpose.

IV.—ARITHMETIC.

(Applicants for third grade certificates may omit three of the questions for second grade may omit two, and for first grade one.)

1. Given the dividend, quotient and remainder, how may the divisor be found? If 10 apples be divided equally among 5 boys, which of the terms in the division is concrete, and which abstract?
2. What term is the base (a) in commission? (b) in insurance? (c) in profit and loss? (d) in interest? (e) in discount?
3. Deduce a rule for multiplying one decimal by another.
4. Give an analysis of the process of dividing 2-3 by 5-7. with reasons for each step.
5. How many bushels of wheat will fill a hogsheaf that holds 140 gallons of water?
6. Given the amount and the rate, to find the base. Solve the foregoing, and give a practical business example to which it applies.
7. A savings bank pays 4 per cent. on deposits that remain six months, interest payable semi-annually. At the end of two years, what amount is due a person who has deposited \$200 at the beginning of each interest period?
8. Mark goods so that 15 per cent. may be abated from the marked price and still a profit of 25 per cent. be made.
9. A note at 6 months for \$350 was dated March 1, 1887. May 1 a payment of \$75 was made, and July 1 the note was discounted by a bank.
 - (a) When does the note mature?
 - (b) What were the proceeds of the note when it was discounted?
10. With advanced pupils, in what order should a new topic, e. g., percentage, be studied? Give reasons for your answer. Describe the best method of teaching the tables in compound numbers, and give reasons why you consider this method best.

V.—ENGLISH GRAMMAR.

Candidates for third grade certificates will omit 7, 8 and 9; candidates for second grade will omit 7 and 9.

"There are few writers for whom the reader feels such personal kindness as for Oliver Goldsmith, for few have so eminently possessed the magnetic gift of identifying themselves with their writings."—Irving.

1. Mention all the clauses in the above sentence, stating whether they are principal or subordinate.
2. In the same sentence, by what is the meaning of the several subjects modified?

3. Give syntax of *writers, kindness, as, for*, in the second line, and *for* in the third line.

4. Parse *with, whom* and *identifying*.

"Their place was supplied by men who had long suffered oppression, and who, finding themselves suddenly transformed from slaves into masters, were impatient to pay back, with accumulated usury, the heavy debt of injuries and insults."—Macaulay.

5. Give syntax of *finding, transformed, into, impatient* and *to pay*.

6. Write a sentence containing an adjective clause, and an adverbial clause. Write a sentence having a clause used as an object of a verb.

7. Write sentences illustrating the following uses of the infinitive:

- (a) As the subject of a verb.
- (b) As a noun in apposition.
- (c) As the object of another verb.
- (d) As an adjective.
- (e) As an adverb.

8. Illustrate by sentences the correct use of the words, *lie, lay, sit, set* and *done*, all used as verbs, having different meanings.

9. Illustrate by sentences five different uses of participles, and state the syntax of each.

10. Write the possessive singular and plural of each of the following: *woman, boy, fox, lady* and *father-in-law*.

VI.—GEOGRAPHY.

(Questions 1-10 are for first grade, 1-7 for second grade, 1-5 for third grade).

1. State the boundaries and width of each zone. What is the greatest latitude a place can have? The greatest longitude?

2. At noon, on the 20th of June, in what direction will the shadow of a staff fall at the equator? At the tropic of Cancer? At the North Pole? At the Arctic Circle? At the Tropic of Capricorn?

3. Name all the States on the Atlantic Coast, on the Gulf of Mexico, and on the east side of the Mississippi.

4. Describe the surface and rivers of France. Describe its government, name its capital, and tell for what France is most noted.

5. What and where are the following: Nile, Chimborazo, Sicily, Yosemite Valley, Maelstrom, Mammoth Cave, Corsica, Indus, St. Elias, Titicaca?

6. In going by steamer from London to Constantinople, through what bodies of water would you pass?

7. Mention three separate divisions of geography and indicate the province of each.

8. What is *standard time*? From what meridians is it reckoned?

9. Describe the gulf stream, and show how and why the climate of Europe is affected by it.

10. Name, locate and describe the two highest mountain ranges in the world.

VII.—COMPOSITION.

Write a properly punctuated composition of about one hundred words.

VIII.—U. S. HISTORY.

1. Give a brief sketch of the voyages and discoveries of Columbus and of Henry Hudson.

2. In what respect did the French and Indian war differ in its origin from the colonial wars that preceded it? What great battle ended the war, and what was the result of the war?

3. Give a brief account of the battle of Bunker Hill and of Saratoga. Why is Saratoga considered by historians one of the decisive battles of the world?

4. Under what form of government did the United States wage war against the king of England? Why was it necessary at the close of the close of the Revolutionary war to adopt the federal constitution?

5. Name the different presidents in their order.

IX.—HISTORY OF TEXAS.

1. What claim had the French to Texas?
2. Give the causes of the Texan revolution.
3. Name five important battles of the war for independence.
4. Sketch briefly the administration of Anson Jones.
5. Mention three important events in Roberts' administration.

X.—THEORY AND PRACTICE OF TEACHING.

1. What mental powers are chiefly used in the acquisition of knowledge?
2. Give a good plan for the proper training of the memory.
3. What arrangement should be made in a school programme to secure the proper amount of study of each subject daily by each pupil?
4. State two considerations that should always be elements in determining the degree of punishment for an offense. Give reasons.
5. Describe the proper method of seating a school room, with reference to convenience and health, and give reasons.

XI.—ALGEBRA.

1. Define (a) a polynomial; (b) a coefficient; (c) an exponent; (d) a literal equation; (e) elimination.
2. What effect has the minus sign before a fraction? Give an illustration.

3. In finding the value of the unknown quantity in the equation

$$\frac{7x}{12} - 6\frac{2}{3} = -\frac{3x}{4}$$

state (1) the successive steps; (2) the reason for each step; and (3) the reason for the process in each step.

4. Find the values of x and y in the equations

$$ax - by = m$$

$$ax - cy = n$$

5. Find the unknown quantity in the equation $8x - 5x = 343\frac{3}{4}$.

XII.—GEOMETRY.

1. Prove that when the sides of a regular polygon are produced out consecutively in the same direction, the sum of all the angles thus formed equals four right angles.

2. Prove that the number expressing the area of any plane triangle equals one-half of the product of the numbers expressing the base and altitude.

3. Draw two parallel lines and a line cutting these two obliquely. From the figure thus formed state four propositions in plane geometry.

4. When will the perimeter of a regular polygon and the periphery of an equivalent circle coincide?

5. Make and explain the following constructions:

(a) Given two angles of a triangle, to construct the third angle.

- (b) To find the center of any given circumference.
- (c) To divide a given straight line into parts proportional to any number of given lines.

XIII.—NATURAL PHILOSOPHY.

1. Describe an experiment by which you could show the elasticity of ivory, and state how the experiment proves elasticity.
2. Describe some simple experiment by which you could show in the school room how dew is formed.
3. Two closed tanks on the same level, and below the level of the water in a reservoir, communicate with the reservoir, one by one pipe and the other by two; the pipes are all of the same size. What is the relative pressure of the water in the two tanks? Explain your answer.
4. With a lever of the second class, the power is six and a half feet from the fulcrum, and the resistance five feet from the power. What is the ratio of the power to the resistance when in equilibrium?
5. Explain the cause of the globular form of a dew-drop, and the force which holds it to the blade of grass?
6. How are the prismatic colors produced by a drop of dew in the sunlight?

XIV.—PHYSIOLOGY.

1. How many bones are there in a human hand?
2. Give the location and use of the sebaceous follicles or oil glands. What simple directions can be given for the proper care of the teeth? Why is it dangerous for a person who is perspiring to sit in a current of air?
3. Give the name and location of that class of blood vessels in which the blood is changed in color from light to dark red. Explain the difference between veins and arteries.
4. How is the air forced into the lungs in respiration? What impurities are contained in expired air? Mention two devices for ventilating a school room that has no special facilities for ventilation.
5. When alcohol has been taken into the stomach, what is the immediate and what the more remote effect on the action of the heart?

I N D I A N A .

RULES FOR EXAMINATION.

1. That these questions be used ONLY on the last Saturday of the month.
2. That during the examination, all books, maps, globes or other aids, be removed from the observation of the candidate.
3. The writing of the candidates should be done in every case with pen and ink, to prevent erasures and changes.
4. All conversation or communication should be absolutely forbidden during an examination.
5. At no time during the examination, should the questions be shown to persons not on examination, except such questions as the teachers are then being examined upon.
6. If the printed lists are used, they should be divided, so that no opportunity or temptation shall be given to applicants to refresh their minds at recess, by reference to authorities.
7. Do not permit candidates to ask questions. If they have any doubts as to the meaning of any question, let them be offered in writing, so that the Superintendent may examine them when he examines the answers to the questions.

8. If any corrections are necessary, the candidate should not erase, but draw a single mark over the error, that the Superintendent may see the error as well as the correction.

9. These rules should be given the candidates before entering upon the examination.

THEORY OF TEACHING.

1. What are the advantages of having a well prepared programme? 20.
2. What are the advantages of classifying a school? 20.
3. State the chief disadvantages of teaching pupils in classes. What can be done to lessen these? 2-10.
4. Distinguish between telling and training in teaching. 20.
5. Why should teachers make a careful preparation for every exercise? 20.

READING.

1. What is the proper position of a pupil and of his book, while he is reading? 10.
2. What evils may result to the eyes from an improper position of the book? 10.
3. What evils may result from an improper position of the body? 10.
4. Mention some of the different uses of emphasis. 10.
5. State what different methods may be used in teaching pupils to articulate distinctly.
6. Read a selection. 50.

ORTHOGRAPHY.

1. Divide the following words into syllables; mark the accent, and also the sound of the vowel in each accented syllable: lamentable, industry, isolated, interesting, and maintenance.
2. Into what three general classes are the sounds in the English language divided? Give an example of each class.
3. When do we double the final consonants of monosyllables in the addition of a syllable? Give three examples.
4. Write five words, each illustrating a different sound of a.
5. Give the proper spelling of the following words, marking accented syllables and using capitals with proper nouns and proper adjectives:

1. vituals	6. fatherinlaw
2. biskit	7. whosoever
3. writing	8. Gord
4. deligate	9. Cealing
5. indianoplis	10. Baroosh

GRAMMAR.

1. What is inflection and what is its use? What parts of speech admit of inflection? 3 3-4.
2. In what consists the value of the study of Grammar when we consider merely the information obtained? 10.
3. Analyze: "The luxury of Capua, more powerful than Roman legions, vanquished the victorious Carthaginians." 10.
4. Parse *then* and *legions*. 5 5.
5. Correct the following, and give reasons: "No time, no money, and no labor was spared." 10.
6. Parse the italicized words in the following: "The evil of *silencing* the *expression* of an opinion is *that it* is robbing the human race." 2-2-3-3.
7. What offices of a noun may a clause perform in a sentence? Give an example of each.
8. What are redundant and what are defective verbs? Give an example of each. 5-5.

9. As how many different parts of speech may the word *what* be used? Give an example of each. 10.
10. Write all the infinitives of the verb *lay* in the active and passive voice. 10.

GEOGRAPHY.

1. Describe the Great Desert of Sahara.
2. Mention five small kingdoms of Europe and their respective capitals.
3. What are the chief exports of the United States, and what their chief imports?
4. Describe Bolivia.
5. What States and territories border on Mexico?
6. Describe the government of France; of Russia; of the United Kingdom, (Great Britain and Ireland.)
7. What three great rivers rise in the Swiss mountain region?
8. Name five cities of the United Kingdom, stating for what each is noted.
9. What is a federal republic? a consolidated republic? What kind of a republic do the United States form?
10. Name the kingdoms of the German empire.

PENMANSHIP.

1. How does the finger movement differ from the arm movement?
 2. Name the different movements used in penmanship.
 3. Name the elements which enter into the formation of letters.
 4. Analyze the letters *a* and *u*.
 5. Name the letters which are one and one-fourth spaces high.
- NOTE—Your writing in answering these questions will be marked as a specimen of your penmanship. 50.

PHYSIOLOGY.

1. What is the office of the red corpuscles of the blood? 10.
2. What is the proper temperature of the school-room? 10.
3. Why are right positions of the body necessary to health? 10.
4. What purpose, as food, do the nitrogen compounds serve? 10.
5. What changes does food undergo in the stomach? 10.
6. (a) Does woolen clothing create heat? (b) Why is it warmer than linen or cotton? a-5; b-5.
7. How can a sufficient supply of fresh air be secured in the school-room in winter? 10.
8. How is the blood forced through the cavities of the heart? 10.
9. How can the capacity of the lungs be increased? 10.
10. What is the best arrangement of windows in a school-room?

U. S. HISTORY.

NOTE.—No description to exceed six lines.

1. Who were the inhabitants of this country when first discovered by the Europeans? What were their characteristics? 5-5.
2. To what religious society did a large number of the early French explorers belong? What was their principal object in coming to this country? 5-5.
3. After the settlement of Jamestown, what European nation became the historical nation in relation to this country? 10.
4. As the price of tea, with the tax added, was less in the Colonies than in England, why did the Colonies refuse to pay it? 10.
5. What two victories during the revolution were of more moral force than any other victories gained? 5-5.
6. What attitude did England and France assume toward the Confederate States early in the civil war? 10.

7. Tell the story of the Trent affair? 10.
8. What sea fight in the civil war changed the mode of naval warfare to a great extent? 10.
9. How was the Presidential election of 1876 settled? 10.
10. What was the Geneva arbitration? What was the Halifax award? 5-5.

ARITHMETIC.

1. What is the difference between the true discount and the bank discount of \$359 50 for 90 days without grace at 12 per cent?
2. If the water that fills a vat which is 8 feet long, 4 feet wide, and 5 feet deep weighs 10,000 pounds, what will be the weight of the water required to fill a vat which is 10 feet long, 5 feet wide, and 6 feet deep? (Proportion.)
3. What is the cube root of 403,583,419?
4. Five men were employed to do a piece of work; two of them failed to come, by which the completion of the work was delayed $4\frac{1}{3}$ days. In what time could the two men have done it? (Solve by analysis.)
5. I have a certain number of pennies which I can arrange in either 8, 12, 16, 20 or 24 equal piles. What number of pennies have I if it is the least number that admits of such arrangement?
6. $7-8$ of $5-9$ of what number equals $9-13-18$?
7. Multiply forty-eight ten thousandths by two and one thousandths, and divide the result by one million.
8. What part of a cord of wood is a pile $7\frac{1}{2}$ feet long, 5 feet wide, and $11\frac{1}{3}$ feet high? How much would it cost at \$8.50 per cord?
9. Wheeling is $80^{\circ} 42'$ west longitude, and when it is 1 p. m. at that place, it is six minutes and forty-eight seconds past 10 a. m. at Pt. Adams, Ore. What is the longitude of the latter place?
10. A bought \$128 25 worth of goods; kept them six months when money was worth 8 per cent. interest, and then sold them at a net gain of 6 per cent. For how much were they sold?

GENERAL QUESTIONS.

1. Give your name and postoffice address.
2. What special preparation have you made for teaching?
3. Do you take or read educational works or periodicals? If so, name them.
4. How many days did you attend the last County Institute?
5. Have you taught school? What grade? How long?
6. What is your age?
7. For how many months was your last certificate granted?
8. Have you given or received aid during this examination?

INSTITUTE I.

SPELLING.—Best method of teaching spelling, (a) oral, (b) written.

READING.—1. The objects to be held constantly in view in teaching: 1st, to impress on the pupil the necessity of always getting a clear conception of the thought and feeling of each sentence; 2d, to express that conception so that the hearer may not mistake it.

2. Best method of teaching reading—Discuss the phonic words and alphabetic methods; show the advantages of each, and why they should be combined.

Common errors—(a) letting pupils read what they do not understand; (b) allowing passages to be read improperly without criticism and correction; (c) rushing pupils through the book, to gratify their desire to be in a higher reader.

GEOGRAPHY.—The purpose to be kept in view in teaching geography is to inculcate (a) a general knowledge of the earth as a whole and of its physical features, (b) a general knowledge of the motions of the earth, (c) a special and practical knowledge of our own country.

1. Discuss the best method of teaching geography (a) to primary, (b) to advanced pupils.

2. Use of apparatus.

3. The necessity of teaching pupils to draw maps. Begin with maps of the school-yard, then maps of the country, State, etc.

[Topics 2 and 3 should be illustrated by apparatus and maps.]

HISTORY.—Topical outline of the Colonial Period—(a) early discoveries and settlements, (b) development of the colonies.

[Maps should be drawn to illustrate (a) and (b), and stress should be laid on the importance of teaching history and geography together.]

GRAMMAR AND COMPOSITION.—1. How to teach pupils to distinguish the parts of speech.

2. How to teach the development of sentences.

3. Punctuation of letters; (a) heading, (b) address, (c) subscription.

4. Why should composition precede grammar? Physiology?

Outlines of the frame work of the body; (a) bones, (b) muscles. (Illustrate by charts if possible.)

N. P.—1. Outlines of the properties of matter; (a) general, (b) specific.

2. Discuss the principles of motion and force.

INSTITUTE II.

SPELLING.—Prefixes—How to impress their meaning.

READING.—Before the pupil begins the preparation of the reading lesson, should the teacher explain the new and difficult words? If so, why?

GEOGRAPHY.—1. The advantages of teaching geography by topical outlines. Illustrate.

2. Draw an outline map of Mississippi, and make a topical analysis of the principal points to be taught in connection with it.

HISTORY.—1. Topical outline of Revolutionary War: (a) causes—(b) results, (c) principal cities and their population.

2. Condition of the country during and immediately after the war—(a) financially, (b) as to government, (c) as to literature, (d) social customs.

ARITHMETIC.—1. To what extent should decimal currency be taught in connection with simple members?

2. How do you teach (a) Long Measure, (b) Square, (c) cubic.

3. How to teach proportion by cause and effect.

M. A.—1. Model analysis for examples in fractions.

2. Why should mental arithmetic be taught in connection with practical arithmetic?

GRAMMAR AND COMPOSITION.—1. Classes of adverbs and conjunctions with sentences illustrating their uses.

2. Should examples of false syntax be used in teaching grammar?

3. How should the verb be taught?

— 4. Phrases and clauses—How to distinguish and punctuate. How do you treat them in teaching composition?

PHYSIOLOGY.—1. Importance of Physiology as a free school study.

2. Topical outline of (a) digestion, (b) circulation, (c) respiration, and (d) secretion.
3. Should the outlines to be used in class-work be prepared by the pupils, or by the teachers?

N. P.—Topical outline of (a) Machines, (b) Hydraulics, (c) Hydrostatics, (d) Pneumatics.

[Teachers presenting these topics should bring to the Institute apparatus for illustration—such apparatus can, in many instances, be prepared by teachers, or by their pupils.]

INSTITUTE III.

SPELLING.—1. Suffixes

2. The best method of teaching the orthography and meaning of new words in reading, geography, etc.

READING.—Exercises designed to develop the thought and awaken the emotion to be expressed should include :

- (a.) The study of new words—their meaning and use.
- (b.) study of the figures of speech.
- (c.) Analysis of the thought.
- (d.) Instruction on related knowledge, and facts about the author and his writings

Model drills on these sub-heads should be given by the teachers to whom the topics are assigned.

GEOGRAPHY.—Things to be avoided in studying and teaching Geography.

- (a.) Memorizing text book.
- (b.) Giving too much time to things of little importance to pupils.
- (c.) Failure to give due attention to those places and things of prime importance, such as:
 1. Great commercial or manufacturing centres
 2. Places of historical importance.
 3. Rivers valuable to commerce.
 4. Mountain ranges and ocean currents, as modifying the climate and commerce of countries.
- (d.) Teaching facts only, without their relation to each other, or without any definite end in view.

HISTORY.—1. How far should History be taught by written exercises?

2. In the first six administrations which are the central historical facts?
3. In the administrations beginning with Jackson's and ending with Buchanan's, which?
4. Civil War: (a.) causes, (b.) effects: 1. politically; 2. commercially.
5. Subsequent important events.

ARITHMETIC.—1. Percentage—State the three cases by which all questions in percentage can be solved.

2. Best method of teaching the subject.
 3. Short methods in interest.
 4. Compare discount, bank discount and commercial discount.
- M. A. Model analysis for, (a) profit and loss, (b) discount, (c) interest.

GRAMMAR AND COMPOSITION.—1. Analysis of sentences by diagram, (a) simple, (b) compound, (c) complex.

2. Methods of teaching the distinction between compound and complex sentences.
3. Should analysis precede parsing? Why?
4. Should pupils be required to write a composition every day?

PHYSIOLOGY.—1. Nervous system—topical outline of (a) brain, (b) spinal cord, (c) nerves.

2. Effect on the nervous system of the excessive use of stimulants, (a) alcoholic (b) narcotic.

N. P. Light, heat, sound—Topical analysis of each, with illustration by such apparatus as the teacher can secure or prepare.

INSTITUTE IV.

READING.—1. Do you exercise your class in silent reading? For what purposes?

2. Recitation of a reading lesson, conducted by a local teacher who should select some pupils of the town as a class. This exercise should embrace instruction in a lesson previously prepared, and in the one to follow. Methods used to be freely discussed in the Institute.

3. What attention should be given to general reading in connection with school work?

GEOGRAPHY.—Sections, townships and ranges, (a) of the State, (b) of the county, (c) of your school district.

(It would be well to invite the County Surveyor to illustrate this subject before the Institute.)

HISTORY.—Of Mississippi—(a) early settlements, Indians, towns, resources, distinguished men, building of its railroads.

(b.) Prominent facts in the history of your own county.

(c.) Constitution of the State.

GRAMMAR AND COMPOSITION.—1. Participles—Synopsis of uses—Examples in diagrams.

2. Infinitive—Synopsis of uses—Examples in diagram.

3. How to parse infinitives and participles.

4. Figures of speech—Illustrations of the uses of noun-clauses.

5. Would the time usually devoted to technical grammar be better spent if used for composition?

ARITHMETIC.—1. What subjects should be embraced in a *practical* arithmetic?

2. Practical rules of mensuration.

3. Analysis of miscellaneous examples.

4. Discussion of the metric system.

PHYSIOLOGY.—Special senses; (a) eye, (b) nose, (c) ear.

N. P.—1. Electricity—practical applications of—(a) telegraph, (b) telephone, (c) electric lights, (d) street cars.

2. Magnetism.

NOTE.—The outlines for this year embrace some matter contained in the outlines for 1886-'87. It will be observed that greater prominence is given to methods of teaching—the true work of institutes. More topics are given than can be discussed in one day, and it is suggested that managers and teachers select for discussion those topics best adapted to their wants. Other topics may be introduced, if deemed better. Exchange of thought and comparison of methods will enlarge the teacher's qualifications for his daily work. Vigorous and progressive teachers will show their merits at these institutes, and I trust that earnest work on the part of all teachers this year will result in great good to the common schools of our State. Teachers should be *leaders* in every community—to be such, they must know the best thought of their profession, and practice the best methods of instruction.

J. R. PRESTON, State Superintendent.

INDUSTRIAL INSTITUTE AND COLLEGE.

INDUSTRIAL INSTITUTE AND COLLEGE. }
December 6th, 1887. }

HON. J. R. PRESTON, STATE SUP'T OF EDUCATION :

DEAR SIR : In compliance with your request I submit the following report of the Industrial Institute and College for the two years.

The College has had a large patronage, and has done a work of which much older colleges might well be proud. We have maintained the organizations in four departments, viz:

(1) Collegiate; (2) Normal; (3) Industrial; (4) Department of Music and Oil Painting.

The standard of requirement in every department is high, and is carefully and faithfully maintained.

Thorough scholarship has been insisted on in every branch of study. We set our face against superficialness and against work for display. No student is allowed to pass from one class to another without mastering the subjects of the lower class. The sentiment of the student body now appreciates and approves our exact methods and our requirement of accurate knowledge.

Below you will find the classes and subjects embraced :

Section 1—Arithmetic, Advanced English Grammar, Free-hand Drawing.

Section 2—Algebra (begun), English Analysis, Latin or modern Language.

I. COLLEGE COURSE.

FIRST CLASS.

FIRST TERM.

Mathematics—Wentworth's Algebra
5 hours per week.

Latin—Allen & Greenough's Grammar, Tetlow's Reader, 5 hours

English—Abbot's How to Parse, 5 hours.

SECOND TERM.

Mathematics—Wentworth's Algebra
5 hours.

Latin—Grammar and Reader 5 hours.

English—Kellogg's Rhetoric,
Selections from Irving, Bryant,
Lowell, Macauley, Thackeray's English Humorists, 5 hours.

SECOND CLASS.

FIRST TERM.

Mathematics—Wentworth's Geometry, 3 hours.
 Latin—Cæsar; Latin Composition, 3 hours.
 English—Bain's Rhetoric; Dryden, Burns, Tennyson, Wordsworth
 Natural History—Wood's Botany, 5 hours.

SECOND TERM.

Mathematics—Wentworth's Geometry, 3 hours.
 Latin—Cicero; Latin Composition, 3 hours.
 English—Sweet's Anglo-Saxon Primer; Baskerville's Andreas; Outlines of English Literature, 3 hours.
 Natural History—Orton's Zoology; Walker's Physiology, Charts, etc., 5 hours.

THIRD CLASS.

FIRST TERM.

Mathematics—Trigonometry and Mensuration, 3 hours.
 Latin—Virgil; Latin Composition, 3 hours.
 Physics—Gage's Physics with Lectures, 2 hours.
 Chemistry—Shepard's Chemistry, Lectures; Laboratory Practice, 3 hours.
 English—Taine's English Literature, Morris' Historical Grammar, 3 hours.

SECOND TERM.

Mathematics—Analytical Geometry.
 Latin—Livy or Tacitus; Latin Composition, 3 hours.
 History—Fisher's Ancient and Mediaeval History with Lectures, 3 hours.
 Physics—Gage's Physics with Lectures, 2 hours.
 Chemistry—Shepard's Chemistry, Lectures; Laboratory Practice, 3 hours.
 English—Taine's English Literature Morris' Historical Grammar, Lectures, Original Composition and Criticisms on different authors, 3 hours.

FOURTH CLASS.

FIRST TERM.

REQUIRED STUDIES.

Hamilton's Metaphysics, 4 hours.
 English Composition, 1 hour.

Electives;

- (1) Mechanics, 4 hours.
- (2) Analytical and Applied Chemistry, 8 hours.
- (3) Mineralogy, 4 hours.
- (4) Political Economy, 4 hours.
- (5) History, 4 hours.

Each student will be required to take at least eight hours per week of work in the electives.

SECOND TERM.

REQUIRED STUDIES.

Moral Science (Porter), 4 hours.
 English Composition, 1 hour.

Electives:

- (1) Logic, 4 hours.
- (2) Geology, 4 hours.
- (3) Astronomy, 4 hours.
- (4) Analytical and Applied Chemistry, 8 hours.

POST-GRADUATE COURSE FOR THE BENEFIT OF PROFESSIONAL STUDENTS.

1. In Mathematics—Descriptive Geometry and Calculus.
2. In Chemistry—Quantitative Analysis and Technological Chemistry.
3. In Latin—Horace's Satires, Cicero de Officiis, Tacitus, Philology, and Classical Literature.
4. In English—English of the 14th Century, Hudson's Life, Art and Character of Shakespeare; various selections from English and American authors.

5. In History and Philosophy—Guizot's History of Civilization, Lecky's History of Morals, Ueberweg's History of Philosophy, Kame's Elements of Criticism. Lectures on the Rise and Fall of Nations; their Civilization, Art and Literature. Reading from contemporaneous authors of Literature, History, Epics and Philosophy.

MODERN LANGUAGES.

French, German and Spanish will be taught. There will be a three years' course in each of these languages. The third year the exercises of the class room will be conducted exclusively in the language pursued.

A pupil may take the course in any one of these modern languages in lieu of the course in Latin in the foregoing course of study.

FRENCH.

FIRST YEAR—Grammar; Worman's First Book and Second Book; Reader or Easy Comedies.

SECOND YEAR—Grammar (continued) with French Prose Composition, Modern Plays, *Le Roman d'un jeune homme pauvre*; Sauvenr's *Causeries*; Lamartine's *Graziella*; Madame de Stael; *Le' Allemagne*.

THIRD YEAR—Noel and Chapsal's French Grammar; *La Literature Francaise Classique* Moliere; Corneille; Sauvenr's *Entretiens*.

- GERMAN.

FIRST YEAR—Worman's First and Second Books; German Grammar; Anderson's *Ausgewahlte Maerchen* or Grimm's *Maerchen*.

SECOND YEAR—Whitney's; Grammar *Undine*; Schiller's; Wilhelm Tell; Maira Stuart; Schiller's *Leben*; Worman's *Deutsches Echo*.

THIRD YEAR—Grammar (continued); Kluge; *Geschichte der deutschen National Literatur*; Goethe's; Egmont; Hermann und Dorothea; Lessing's; Minna van Barnhelm; Goethe's *Leben*.

SPANISH.

FIRST YEAR—Monsanto's Grammar; Worman's First Book; Tolon's Reader; Iriartes' *Fables*.

SECOND YEAR—Grammar (continued); Conant's Primer of Spanish Literature; Knapp's Modern Spanish Readings; Cervantes; *Don Quixote* or *Novelas*.

II. NORMAL DEPARTMENT.

COURSE OF STUDY—FIRST CLASS.

FIRST TERM.

Reed & Kellogg's English Gramm'r.
Arithmetic.
History and Geography.
Free-Hand Drawing.
Map-Drawing.
Penmanship.
Industrial Drawing.
Natural Philosophy.

SECOND TERM.

English Analysis and Composition
Elementary Algebra.
History of the United States.
Civil Government.
Free-Hand Drawing.
Map-Drawing.
Physiology.
Penmanship.

SECOND CLASS.

FIRST TERM.

Rhetoric.
Botany.
Book-Keeping.
Elocution.

SECOND TERM.

English Literature.
Zoology and Physiology.
Book-Keeping.
Trigonometry.

FIRST TERM.

Methods of Teaching.
Object Lessons.
Practice Teaching.
School Management.
Drawing.

SECOND TERM.

Geology and Horticulture.
Methods of Teaching.
Object Lessons.
Practice Teaching.
Institutes.

ADMISSION OF STUDENTS.

Section 11 (Act of March 12, 1884,) is as follows:

"Be it further enacted, That, so soon as said institution is prepared to receive pupils or students in three or more departments of the industrial studies hereinbefore enumerated, the said trustees shall apportion to each county its quota of scholars, on the basis of the educable white girls in the State and several counties; and the several Superintendents of Education in the counties shall advertise it in some newspaper published in such county; and after the expiration of two weeks from such advertisement, shall, by and with the approval of the Board of Supervisors of such county, commission such number of white girls to said institution as such county is entitled to. The presentation of such certificate, under the seal of the Board of Supervisors, to the president of said institution, shall entitle the persons so commissioned, to admission into said Institute, with all its privileges, for the course of studies selected."

Under the authority of sections 6 and 7 of the charter, the Board of Trustees prescribed the following

CONDITIONS OF ADMISSION.

1. Applicants for admission must be at least 15 years of age, in good health, and must furnish certificate of good moral character.

2. All applicants will be required to sustain a satisfactory examination in the Grammar School studies, to-wit: Reading, Spelling, Writing, Geography, History of the United States, Practical Arithmetic, Mental Arithmetic, English Grammar.

County Superintendents of Education are authorized to examine students of their respective counties in the foregoing studies for admission, and to furnish certificates accordingly. It is hoped that these Superintendents will perform this work of examining with great care, and advise all applicants to be thoroughly and accurately prepared before entering the College.

The certificate of a Superintendent of Education entitles a student to admission to the College at the beginning of the session.* At all other times, and when the student wishes to enter an advanced class, she must be examined by the Faculty of the College.

Those who wish to enter the College should pursue the following course:

1. Apply to their County Superintendent of Education for appointment. If he can appoint them their purpose is accomplished.

2. If there are more applicants in any county than the Superintendent of Education is authorized to appoint, application may be made to the President of the College, who is authorized to make appointments to fill vacancies which may occur by reason of any county's failure to fill its quota of students.

If the County Superintendent does not examine the applicants, they can be examined on arrival at the College.

We earnestly request the County Superintendents to act as promptly as practicable, to make their appointments and report to the President their action by the end of the first week in August.

This report to the President of the College should give the name of each person appointed, the number of the certificate issued to her, and if there are more applicants than the apportionment allows him to appoint, he should give the name of such unappointed applicants, with recommendation for appointment by the President, if the Superintendent regard the said applicants worthy of his endorsement. If there should be no applicant from his county, or if the number be less than the apportionment to his county, he should state the fact, in order that worthy applicants from other parts of the State may avail themselves of the vacancies through the appointment of the President of the College.

The College authorities repose confidence in these county officers, and rely upon their hearty and prompt co-operation.

Forms of certificates to be issued to appointees, and of reports to President R. W. Jones, will be sent to County Superintendents. Notices will also be sent as early as possible after the close of the session in June, showing the number of students in the College from their respective counties, so that they may know how many appointments they may make to fill the quota of their respective counties.

Pupils should be present at the opening of the session, or satisfactory reason given for their absence.

An absence of ten days forfeits an appointment; but if the student or her parent render a satisfactory excuse to the President, the said President is authorized to extend the leave of absence, not to exceed thirty days from date of opening.

I would respectfully urge upon your attention the importance of a faithful observance of these conditions by the County Superintendents of Education.

We cannot think the law ever contemplated our doing the work of the public school.

Most of the County Superintendents have been careful in making these appointments; but occasionally a pupil is sent who is ignorant of the elements of Arithmetic or Grammar,

and sometimes a girl is sent in such poor health that she is an invalid, a constant source of care and anxiety to officers, and a hindrance to room-mates. The policy of the Board of Trustees has been a very liberal one, and we hope that in future we will not be embarrassed by appointees that are not in a condition to profit by our course.

STATISTICS.

Total number of students received during 1885-6	341
Total number of students received during 1886-7	388
Number 1887-8, up to Dec. 1st.....	372
(The number this session is larger than at the corresponding time of any previous session.).	
Number of students who worked during 1885-6 to aid in defraying their expenses	188
Number of students who worked during 1886-7 to aid in defraying their expenses ..	185
	1885-6 1886-7
Number who paid whole expenses by work.....	3 6
Number who made \$4 and upwards per mo. by working.....	25 30

EXPENSES.

The expenses of students have been made as light as is consistent with comfort and healthfulness. Tuition in the Collegiate, Normal and Industrial Departments is free to Mississippi girls. Board in the College Dormitory, including furnished room, meals, washing, water supply, coal and gas, per calendar month, has averaged \$9.42. During October, this session, it was \$8.45; November, \$9.15.

The college, by reason of its large numbers, and the character and grade of its work, is readily seen to be an important factor in the education of the State.

Some special reference to the Normal and Industrial Departments may be appropriate.

In the Normal Department we give special attention to the preparation of those who propose to become teachers in the public schools of the State, directing their studies first so as to enable them to pass the examinations required by the State law and set by the State Superintendent. Besides this, we carry forward those who remain long enough to the study of advanced subjects to prepare them to be teachers in High Schools and Colleges. In both cases we give special care to instruct these young teachers in the most improved modern methods of teaching, and we make arrangements for giving them teaching practice.

Another, and prominent feature in our Normal work is this: We have introduced into our Normal work a well arranged line of instruction in Freehand-drawing and Industrial Drawing. The statistics of the world show that diversified Agriculture,

Manufactures and Commerce must coexist in order to make a people truly independent and prosperous. The people of Mississippi have never been a manufacturing people to a sufficient extent to conserve and multiply that measure of wealth which agriculture has produced; manufacturing seems now to be one of our greatest needs. The U. S. census for 1880 as well as the statistics of the most prosperous countries of Europe establish beyond question the following facts:

1. That skillful manufacturing more than doubles the value of the crude products of a country.
2. Those manufactures pay the largest per cent. into which are wrought most of art-skill and science-skill.
3. As the artizan class of a country increases in proportion to the numbers in agricultural pursuits, the wealth per capita increases. But in order to engage successfully in manufactures, and especially artistic manufactures, we must have a large class of educated, skilled workers. Drawing is the universal language of handicraft, and the necessary foundation of that industrial education which leads to profitable manufactures.

The young ladies who go out from our Normal Department will be competent to give to boys and girls thorough instruction in drawing, so that they will be enabled to read designs and plans, and to represent with the pencil any object it is desirable to manufacture. Thus we hope to contribute ultimately to the general industrial development and the wealth of our State.

Music and oil painting are taught with efficiency and success by accomplished ladies. Many students of music are preparing to be teachers of it, and will go out thoroughly equipped for that profession.

The following industrial arts are taught:

1. Freehand Drawing, Geometric Drawing, Industrial Drawing, Design, Modeling, Carving, Crayon Portraiture.
2. Telegraphy, Phonography, Typewriting.
3. Cutting and making dresses, etc.
4. Book-keeping, Commercial Arithmetic and Commercial Law.
5. Printing.
6. Art, Needle work and Repousse.

Good progress has been made in each of these arts by many pupils. Many have acquired such proficiency as to enable them to get good employment at fair salaries.

Students in design last session carried off several prizes by the excellence of their work. Two of these prizes were offered in New York City.

Among the voluntary agencies that are auxiliary to the main work I may mention as important two literary societies and the Young Women's Christian Association. These are managed with zeal and success by the students. The religious influences are

strong and healthful, and the religious life of the institution is active and fruitful. Of course the government of the college does not interfere with denominational views and sympathies. Jews, Catholics and Protestants are here and in harmony. It is to me a great gratification to know that the institution has already brought up nearly two score of young women, and is now bringing up many others to a high position of self-helpfulness, conferring upon them training and skill for all honorable performance of duty to themselves, and often to enable them to aid loved ones who are struggling under the burdens of adversity. We are not encouraging them to pursue any course that will call for the sacrifice of their refined modesty. We teach them that women may be useful without occupying the sphere of man, that she can exercise her proper and beneficent influence in the refinements of the home, and in the graces of the social circle without the power of the ballot. All the influences here are in the interest of modest culture and worth, and the employment of talents in ways that are womanly.

The college and its work have extended its influence in the State and have produced profound impressions on other States and communities at a distance.

Educators of prominence have spent days here studying our plan of organization, our scope and methods. Some observers have been sent in order to get suggestions as to the best mode of organizing similar institutions in States remote from us. Governors and members of legislatures of other States have sought information in regard to it, and have used it to urge the benefits of such an institution for their people. It has been the subject of the most elaborate articles in prominent newspapers in various parts of the country, from Massachusetts to Oregon, from Virginia and Georgia to Texas.

So far as my observation has gone it has been recognized as a proper advanced movement and been uniformly approved as evidencing a progressive spirit on the part of Mississippi and a sense of fairness to young women of the State that might with great propriety be imitated by other commonwealths.

Very respectfully yours,

R. W. JONES, President.

ALCORN A. AND M. COLLEGE.

TO THE HONORABLE BOARD OF TRUSTEES :

Herewith is my report of the operations of this institution during the last two years, or since the meeting of the last Legislature.

During the session of 1885-6 the attendance was 216, and two young men graduated in June, 1886.

During 1886-7, the attendance was 209 or 7 less than the

year before, but the average attendance was the greatest it has yet been, while the graduating class of June, 1887, consisted of nine members.

The enrollment of the present year, up to December 6th, is 169, and if students continue to come in at the present rate the attendance for the year will not fall much short of 240.

From these figures it will be seen we have now a regular attendance of more than two hundred students annually.

It is true they are not all here at any one time, but that makes the work of teaching rather more laborious than any lighter. Our regular corps consists of six teachers, and that is too few for our collegiate course and the most satisfactory management of the farm as a department of instruction.

Over-work caused the health of one of our Professors to fail, and for the present we have seven teachers, and are consequently less hard pressed, but unless the income of the College for next year is greater than heretofore, the usual force will have to be engaged to the serious disadvantage of the prosperity of the school.

Our dormitory accommodations are as follows: Dormitory No. 1, an eight-room brick, can comfortably accommodate thirty-two students, and No. 2 and No. 3, the same kind of dormitories, can accommodate the same number.

Adelphic Hall, a fifteen-room brick, can accommodate comfortably thirty-six students, and six cottage rooms eighteen students—making in all one hundred and fifty. Whenever there are more than one hundred and fifty students in attendance they can only be provided for by putting three in a bed, which crowding is not usually consonant with either good order, comfort or health.

Belles Lettre Hall, a two-story brick building, might be converted into a dormitory with room accommodations for about thirty students, and that at a cost of less than \$2,000, perhaps less than \$1,500. It is likely to become necessary within the next two years to either convert this Hall into a dormitory or else erect frame cottages to be occupied by students.

By Act of the Legislature of 1886, the annual income of the College for the past two years has been as follows:

Interest on Congressional Land Scrip, received under	
the Act of Congress of 1862.....	\$ 5,678 75
From the State.....	5,321 25

Total.....	\$11,000 00
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If to this sum the Legislature of 1888 shall add \$5,000 yearly, out of the 15,000 given the State annually by Act of the Forty-ninth Congress, for the advancement of Agriculture, we shall be enabled to employ some much needed assistance, and adopt some advanced methods in the management of the farm, but do more with experiments especially.

I would respectfully recommend that the next Legislature

make the above appropriations for the annual use of this College for the next two years.

Mississippi is recognized as pre-eminently an agricultural State, and that part of her population, for whose immediate benefit this College was established, are known to be almost universally tillers of the soil. When it is remembered that most of their knowledge of farming was gotten under conditions the necessary teaching of which was that they should do as they were told, and not trouble themselves with trying to think, it will readily be seen that of all the people in this country the colored people more particularly must need instruction in Agriculture, theoretic and practical. Those familiar with the workings of human nature will understand that people who have never been accustomed to seek information about farming from books, papers, schools, or conventions, will likely be among the last to appreciate the need of instruction from these sources. These things are alluded to that some of the obstacles to be overcome by this institution before her special work can be successfully and satisfactorily done, may be properly understood and appreciated.

Neither Mississippi nor any other State can reasonably hope to fully develop her agricultural resources while the bulk of her farm toilers do their work after the old unskilled and unthinking way. More brains must be put behind the plow, and the hoe, and upon the wagon, when manipulated or directed by her dusky sons of toil, if she would keep up with the moving car of progress. Liberality towards industrial education is the surest cure known to the age for the diseases, poverty, hopelessness and thriftlessness. This is no less true when the patients are negroes than when they belong to any other class of citizens. Mississippi stands ahead of her sister surrounding States in the efforts made to furnish agricultural training to her colored population, and she can easily keep her lead, although Texas, Georgia, etc., have recently taken steps looking toward the establishment of industrial colleges for their colored boys and girls.

This institution has done substantially nothing towards giving mechanical instruction save what may be picked up in the work of fence-making, or doing minor repairs on the building. The agricultural instruction has been confined to text books, lectures, some experiments and practice in farming.

The superintendent is indefatigable in his efforts to teach the young men the importance of taking care of the stock, the harness, and the implements of a farm, and to teach them how, by thorough cultivation, and the skillful use of manures, to make the land yield most, and yet be improved from year to year rather than be worn out in a few years. He has also taken pains to improve their knowledge of how to make roads.

We feel that our agricultural department, even with its limited resources, has been quite successful, since many of the

students who came to school thinking they knew all about farming, soon became very earnest in trying to master the scientific part of husbandry.

Some of our twenty graduates are now owners of their own little farms. One of them is book-keeper and superintendent for a gentleman who runs a large plantation. One of them has by teaching and farming and using great economy been able, since graduating, to buy and pay for a farm of more than a hundred acres which he is gradually converting into a comfortable home. Such worthy examples of industry, economy and thrift are not only very valuable to the colored people among whom these intelligent and thrifty farmers are to live, but, looking toward Mississippi's future prosperity, they are worth much more than it costs the State to put within the reach of these young men the instruction which will point their energies and thoughts in the direction of improved and remunerative farming. A number of our undergraduates also have bought, or are buying and improving farms of their own.

As illustrative of the opinions others entertain as to the quality of our work, it may be stated that at the Colored State Fair held in Vicksburg, in November 1886, the following premiums were awarded this college:

Best display of written examination papers by a college; best display of farm products; best bushel of sweet potatoes; best bushel of white corn in the ear.

Although great stress is thus laid upon the Agricultural part of our course, the importance of our work as trainers of teachers for the public schools, is by no means undervalued.

Most of our graduates and some of our under-graduates, who are teaching in the State, have first-grade certificates under the new school law.

We have also received a number of letters from persons connected with the schools in different parts of the State, speaking in flattering terms of the scholarship, faithfulness, and honorable conduct of those of our students who have taught in their midst.

Herewith we append, as examples, two letters from county superintendents who have won deserved praise for their zeal in the interest of the education of all the children in their respective counties.

Under date October 24, 1887, the superintendent of Sharkey county, writing from Anguilla, after mentioning by name a number of Alcorn students, says: "Among these are my best qualified teachers." "They are all good citizens and some of them men of the most exemplary conduct and character."

"It is evident that your institution is doing great good for your race and for the State, and I shall urge young men to seek its advantages."

Respectfully,

JACKSON KIRKMAN,

Supt. Sharkey county.

Rev. Thomas W. Brown of Wilkinson county writes as follows:

WOODVILLE, Sept. 20, 1887.

PRES. J. H. BURRUS.

DEAR SIR:—I take pleasure in stating that the students from Alcorn University, who have been teaching in Wilkinson county for the school year just closing, have commended themselves to the community for their moral and gentlemanly conduct, and for average scholarship in the English branches, have reflected credit upon their instructors, Respectfully,

THOMAS W. BROWN,
Supt. Wilkinson county.

The expenses of a student for the whole nine school months amount to \$61. This does not include tuition, which is free to all Mississippi students, but includes washing, good substantial board, medical fees, etc. Aside from this each student must provide his books, bedding, lights, etc. It is estimated that, if a student brings his bedding with him, his other yearly expenses may be brought within \$75, and that by labor on the farm, he may earn about one-third of that amount. Many of the students however, mess together and do their own cooking, and so contrive to stay in school on what they can earn on the farm.

A number of the young men are making quite heroic efforts and praiseworthy sacrifices to keep themselves in school till they have gotten enough education to do them some good.

The health of the school for the past two years has been excellent, and, on the whole, the discipline also has been good; for while we have had to vindicate the authority of the school on several occasions, we have had to deal with no case deserving of permanent suspension.

While the short time many of the young men are able to remain in school is still a great drawback to the work of the college, it is nevertheless a gratifying fact that every year brings marked development of the staying qualities of our students.

The importance of coming as early as possible after school opens and remaining till it closes if possible, is evidently becoming more and more appreciated.

I heartily indorse Prof. J. D. Burrus' recommendation that a new spring wagon be purchased for light and handy college use.

I further recommend that the part of the floor in recitation room No. 4, that has rotted be repaired.

I also recommend that \$40 be appropriated to purchase sciopticon views for illustrating Geology, Botany, etc.

The teachers of these branches represent to me that the above named views are quite desirable for illustrating lectures before the students on these scientific subjects.

Accompanying this report will be found the Superintendent's

detailed report of the farm for the last two years, and also teachers' reports of school work for the year ending June 15, 1887.

The teachers' reports are given as examples of annual reports required-

Your attention is invited to these reports, that of the farm Superintendent especially. They will afford a pretty accurate idea of the quality and character of the work done in the school room and on the farm.

The teachers are all proving themselves anxious to do good work and the school is now moving along smoothly.

The Library is opened to students an hour each afternoon.

From the Librarian's report I glean the following interesting and instructive information:

The No. of books for general reading in the Library is..	855
The No. of books from department at Washington, etc.	973
The No. of pamphlets.....	784

Total No. of books..... 2612

Most of the students manifest much interest in reading. The preference is for History, Biography and Poetry. The number of books taken out, read and returned since the fall term opened is 204.

Several volumes belonging to the series of American Statesmen, American Men of Letters and American Commonwealths have been published since the last purchase. I recommend that these and other useful books be added to the Library.

In this report you will find that the students have read and returned since September 15th, 204 books. At the above rate nearly all of the 855 books on general reading will have been read before next June.

In closing permit me to assure you that in my judgment, though the painstaking scrutiny you have constantly exercised over the expenditures of the College, leave no room for the State to fear extravagance in the use of the money entrusted to your administration, yet the uniform courtesy and liberal-mindedness with which you have responded to the recommendations of my fellow teachers and myself, justly entitle you to a very large part of the credit due for the prosperity enjoyed by the College during the two years just closing.

Respectfully submitted,

J. H. BURRUS', President.

DECEMBER 6, 1887.

TOUGALOO UNIVERSITY.

TOUGALOO, MISS., Dec. 6th, 1887.

DEAR SIR: Replying to your request for a report from Tougaloo University, I have the honor to submit the following brief report:

The attendance in the different departments for the past two years has been in 1885-6, normal, 24 ; grammar, 63 ; intermediate, 101 ; primary, 84 ; total 272. In 1886-7, normal, 22 ; grammar, 54 ; intermediate, 75 ; primary, 81 ; total 232.

During the past two years special advancement has been made in the industrial work of the school, the industrial department is now finely equipped and does excellent work. Within the past year an industrial building, large and commodious, has been erected, which accommodates under one roof the blacksmithing, wheelwrighting, carpentering, painting and tinning departments. Instruction in these departments is given to all boys in the higher grades so that when they have finished the course of study they have a good knowledge of various industries. A few apprentices are taken in each trade and these become thorough workmen. The lower grade boys are instructed in the work of the farm in a practical manner. The constant improvement of the plantation gives most valuable and helpful instruction in matters of highest importance to the colored people. This department is under the direction of a graduate of one of the foremost agricultural colleges in the country.

The girls are taught to do household duties from the commonest kitchen drudgery to dressmaking and fitting. A new department has this year been started for them, that of practical housekeeping. A building has been fitted up, in which the girls, at present four at a time, keep house and learn all the details of housekeeping, including the purchasing of supplies, keeping accounts, etc. It is a fine discipline in household economies. The value of the training thus given to boys and girls can hardly be overestimated. Tougaloo has especial facilities for giving such instruction. But the industrial training is subordinate to the regular school work and an assistant to it. The requirements in scholarship have this term been raised and with good results. It is intended to raise them still higher as rapidly as possible, so that all who go out from here as teachers shall be thoroughly fitted for their work. A new school building was last year erected, which accommodates all the classes except the highest, which are amply provided for in other buildings. This building and the industrial building above mentioned were erected by the students, under the direction of the instructor in carpentering, thus economizing cost of labor and giving most valuable training. These buildings are justly regarded as models of good yet cheap structures.

The new term opens with an unusually large attendance and the scholarship is constantly improving. The corps of instructors now numbers thirteen, which will be increased at the beginning of the new year. Rev. G. S. Pope, who, for ten years, was the faithful President, resigned last summer, and has been succeeded by Rev. Frank G. Woodworth.

Not knowing the exact scope of your inquiry, or the form

which the answer should take, I may not have met your wish. I shall be glad to give any further information that you may desire.

Very respectfully yours,

FRANK G. WOODWORTH.

HON. J. R. PRESTON, State Superintendent.

HOLLY SPRINGS STATE NORMAL SCHOOL.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF MISSISSIPPI:

GENTLEMEN—The Legislature of 1886 “abolished the State Normal School at Holly Springs as then constituted,” and directed the State Superintendent of Education and the Superintendent of Education of Marshall county “to audit and approve the indebtedness” of said institution, “and to pay off the balance of the salaries of teachers,” provided the whole indebtedness “did not exceed \$1,500.” We were “constituted a board,” in the language of the law, “for that purpose,” and directed and empowered to reorganize said State Normal School, and to employ a teacher or teachers, skilled in Normal education, and to provide for a system of admission of pupils into said school, after examination and recommendation, so that no pupil shall hereafter be admitted into said school, except such as appear to be of character and qualities to become, with proper training, teachers in the common schools.” We were directed also to arrange a course of study for said school that could be finished in two years; and “at once to take charge of all property of said school and to provide for its preservation until the board shall have reorganized it,” etc., etc.

We at once proceeded to discharge the duties imposed upon us by this law, and on April 2d, 1886, closed said school as then constituted and employed a guard to look after the property generally. All the property, so far as we know, was turned over to us, consisting of school furniture, chemical, philosophical, astronomical and physiological apparatus, and the library containing about 1,500 volumes. We employed young men to make a catalogue of all these. The value of this property, without the library, was about \$1,200.00. The indebtedness of the school was small.

There was due teachers for salaries for one and a half months.....	\$360 00
Expressage on money, each (three teachers).....	5 58
Janitor's salary, one and a half months.....	18 00
Two small bills in town, aggregating.....	24 48
Making a total of.....	<u>\$408 06</u>

We employed a guard during May and June specially to look

after the property, but we found that this was a useless expense, for during this time some evil-minded person or persons forced an entrance into the building through an upper window, and smashed some of the most valuable pieces of apparatus. We were dilligent in trying to discover these offenders, but without success. After this we dismissed the guard and rented the campus to a neighbor who looked after the property till September, when we opened the school again, organized on a strictly two years course. In order to do this, we raised the standard for admission, requiring all applicants to stand a written examination, making an average of 75 per cent., as follows :

Robinson's Arithmetic, mental and written, to Ratio; Geography through the United States; English Grammar to Syntax in Harvey's revised or its equivalent; Reading to Fifth Reader, and Spelling.

The course of study prescribed includes these branches, together with the natural sciences, algebra, geometry and civil government.

From a pretty large number of applicants we selected Prof. J. H. Henderson, of Okolona, as Principal, a teacher well qualified and recommended by some of the best citizens in the State. — Miss Rosa S. Sheppard, a graduate of a Nashville Normal school, and Miss Edith A. Garnet, also a graduate of a Normal School at Xenia, Ohio. No colored school in the State had a more efficient corps of teachers. They did good work. From the catalogue you will see that the school matriculated 107 students, whose deportment was so excellent that not a jar, or a cross word, or an ill feeling occurred during the year, yet the large number of students passed and repassed the principal streets daily as heretofore.

We reduced the expenses of the institution without injuring its efficiency.

Teachers' salaries for nine months.....	\$2,025 00
Repairs, coal, books, advertising.....	468 12

Total.....	<u>\$2,493 12</u>
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We furnish the books, charging each student a rental of fifty cents, and in this way can furnish all the books that we will need in the future, should the school be continued, which we are now satisfied is the thing for the Legislature to do. Reasons for this opinion further on.

For the current year will still have Prof. J. H. Henderson, Principal, but had to elect two new assistants, Miss Babb, of Columbus, Miss., and Miss Hill of Holly Springs. The year starts off well. There are now about 80 students, and we expect to matriculate 150 this year. We have a "model class," of fifteen or twenty pupils from town which the students are required to teach by turns, under the direction of one of the

Faculty. Our idea is that the students may learn to teach by teaching. This was a feature of the school last year.

The expenses this year will be less than last year.

Teachers' salaries.....	\$1845 00
Other expenses will not exceed.....	300 00

Making a total cost for 1887-8 of.....\$2145 00

In conclusion, we earnestly recommend that this school be continued as now organized, and that you make an annual appropriation for its support of \$2,500. We think this sum sufficient. We make this recommendation for the following reasons, viz :

1. The interest of public education demands its continuance. Our colored teachers must be taught how to teach. It is economy to do this.

2. The school is well established and patronized by twenty or more counties, the buildings are substantial and ample and comfortable, library excellent, apparatus good and costly. and Holly Springs is among the most accessible towns in the State, having a good system of railroads, noted for its health and conservative influence.

3. It could not do more good than it is now doing for the colored people. To remove it would be a heavy expense to the State without any corresponding benefit whatever.

For these reasons, if there were no others, we think it wise to foster it, as it is and where it is.

We would further recommend that you appoint three trustees. With this number there is no danger of a "dead-lock."

Respectfully your obedient servant,

E. D. MILLER, Supt. Education Marshall Co.

HOLLY SPRINGS STATE NORMAL SCHOOL.

From September 13th, 1886, to November 25th, 1887.

School opened September 13th, 1886, with nine (9) students. This number increased to thirty-four (34) during the first month. The average attendance for the month of September, 1886, was 24, nearly. This is the smallest monthly average since my connection with the school. We enrolled during the year, which ended May 27th, 1887, one hundred and seven (107). We have a model class taught by the Normal students. Our greatest average was for the month of April, which was seventy-five (75). The school has enjoyed a steady increase during each successive month.

The monthly attendance and average will be seen from the following:

1886.	Attendance:	Average.
September.....	34	23 19-20
October.....	38	32 1-4
November.....	39	35 2-5
December	35	32 1-5
1887.		
January.....	71	58 11-20
February.....	74	63 2-20
March.....	84	70
April	88	75
May.....	74	62 3-20
September	46	31 3-10
October	68	51 3-10
November.....	70	61

The following figures show a comparison of the average attendance for the first three months of last year with the first three months of this year:

September 1886	23 19-20	September 1887.....	31 3-4
October "	32 1-4	October "	51 3-10
November "	35 2-5	November "	61

This shows the increase of this year over last. This increase we regard as permanent.

Fifty-seven (57) of our pupils taught in the different counties during the summer term, and gave general satisfaction.

Our senior class consists of twenty-eight (28) pupils, all of whom will graduate in June or be dismissed from the school. No student can enter the Normal Department unless he can pass a satisfactory examination in Robinson's Practical Arithmetic, as far as ratio, and a similar advancement in grammar, geography, etc. This requirement is beyond the advancement of sixty per cent. of the colored teachers in this State. Under the law, students are required to graduate in two years. We think the time is too short. They ought to be allowed, at least, three years.

Tuition is free to students from this State. It is required as a compensation for their education that students shall teach at least three years in the public schools of the State.

All books are furnished by the State to pupils, who are not charged for them, except they are lost or damaged. The books are bought at wholesale prices, by the collection of a book rental. By this means we have bought seventy-six dollars (\$76) worth of text books during the past year. There is a Literary Society connected with the school. Also a Young Men's Christian Association. The Literary Society owns the Library, which contains over 3000 well-selected volumes. Students select and read books under the rules of the Society.

The Laboratory, one of the best in the State, was damaged during the interregnum of school in 1886.

Several repairs are greatly needed.

We think the graduates of the Normal ought to be exempt from examination for three or five years. Their final examination in school might be put under the supervision of the State Superintendent, or the Superintendent of Marshall county.

The State of Mississippi has wisely committed the education of the colored people to the hands of colored teachers. Hence, it is necessary to do everything to encourage Normal training.

It is our aim to thoroughly prepare teachers for the public schools of the State. We wish to send forth teachers competent to instruct the colored youth, not in books alone, but in all the great principles that are so necessary to make good citizens. The past year has been one of great encouragement. Every indication points to the success of the Normal.

All the present teachers of the Normal are native Mississippians.

Respectfully,

J. H. HENDERSON, Principal.

To the Hon. J. R. Preston,

State Superintendent Public Education.

QUESTIONS ANSWERED IN THE NARRATIVE REPORTS.

1. Workings of the Public School system in your county.
2. Changes, if any, required in the School Law to render it more effective in its operation.
3. Public sentiment of your county concerning the system of Public Schools.
4. Improvement, if any, in the qualifications and efficiency of your teachers.
5. How did your County School Board define the boundaries of School Districts?
6. Have you prepared maps showing the sections embraced in such districts?
7. Will it be necessary to increase the number of your School Districts to give school facilities to all?
8. How many of your country schools will require more than one teacher?
9. Are you furnished an office and desk in which to file and preserve the papers of your office?
10. Effect of the present system of examinations.
11. Effect of Institutes and visitation by Supt. How many Institute districts have you? names of managers, etc.
12. Condition of school houses—number of frame buildings; number of log houses; number provided with desks, blackboards, etc.
13. Do you think it advisable to empower the Supervisors and County School Board to appropriate to building school houses

a portion, or all, of your school tax above what is required to support the schools for four months?

14. In your opinion, is your enumeration—the basis of the State distribution—correct? How does it compare with that made by teachers?

15. Would you approve a change in the law allowing Trustees to open schools at any time during the year? Also making nine square miles the requirement for a district, provided it contained fifty educable children?

16. Condition of your 16th sections.

17. How many month school warrants must be sold at a discount in your county?

18. Your opinion of continuous sessions.

Yours Truly,
J. R. PRESTON.

REPORTS OF COUNTY SUPERINTENDENTS.

ADAMS COUNTY.

NATCHEZ, October 20, 1887.

HON. J. R. PRESTON.

DEAR SIR: My annual report was [accurate, and forwarded September 29th. I now take pleasure in forwarding the following narrative report.

Question No. 1.

City district. The working of public schools, both white and colored in our city district is good. The number of pupils in attendance has greatly increased and their advancement is commendable. Our discipline is excellent, our school houses all that could be desired. Our school furniture is ample and complete. Our teachers are faithful, and upon the average, as well qualified as can be found elsewhere.

County district. As a result of sparse population and financial embarrassments, our county white schools are very small, ranging in average attendance from 6 to 15. Teaching good, scholars backward.

Colored schools. Teachers respectable, and, making due allowance for color, well qualified. In many instances poor school houses, inadequate furniture, and a deficient supply of text books, blackboards and chalk, operate against the efficiency of these schools. Colored patrons are to a commendable degree alive to the educational interests of their children, and the advancement of the latter, all circumstances taken into consideration, is very good.

No. 2. In the matter of issuing licenses to teach, a larger discretion should be allowed the county superintendent. In some instances where small white schools are concerned, the county superintendent is limited to a choice between incompetent teachers and none at all. In such a dilemma he needs more latitude than the present law affords him.

The limitation of examination to two specific periods during the year works badly.

The time of opening the respective schools under his charge should be left with county superintendent.

The salary of county superintendent should be regulated by board of supervisors without any restriction from the State.

The requirement that the county superintendent should visit all schools once in each session is prejudicial to the interest of the school system.

Visitation is beneficial, but such a sweeping requirement is in collision with other duties of his office, and detrimental to his work at large.

The requirement that the superintendent shall remain two hours at each school during first recitation is not a good one. He may enter a small primary school and in a very little while grasp the entire situation as well as if a whole day had been spent there. Especially may this be the case if the teacher is one with whom he is well acquainted. It might be required of him to visit at least one-half of all of his schools each year. This proportion is about as much as he can adhere to without detriment to other duties. Or he might be authorized to visit a certain proportion by proxy.

Educational age might in my opinion be changed to advantage by substituting eight for five. In this connection I would remark as follows: Our schools are burdened with primary scholars. I apply the word primary in its strictest sense. To remedy the difficulty. I throw out a suggestion, which admit to be crude and undeveloped, but one which I believe admits of large development as follows:

The establishment of a corps of teachers, called for convenience sake an itinerant corps. This corps shall remain in continuance session—teaching at different points—and the instruction of all strictly primary pupils be intrusted to the teachers composing it. No pupil shall enter the common schools, until able to show that he has passed through first reader.

No. 3. In favor of public school education but very sensitive in regard to the rate of taxation.

No. 4. No change in qualifications of white teachers. A steady and marked improvement in colored teachers; both in respect to educational and moral fitness.

No. 5. By practicability only. To one familiar with the topography of Adams county, the absolute impracticability of following any other guide in the location of schools is apparent.

Sixty five miles in length, less than twenty-five in average breadth, containing both swamp and upland, intersected by circuitous and unmanageable streams, especially by impassable bayous without number, accessibility of the school house is the most explicit rule that can be laid down for Adams county.

No. 6. This has not been done.

No. 7. It will not.

No. 8. Probably ten.

No. 9. Yes.

No. 10. They have stimulated the teachers.

No. 11. Effect good. One district for each race. Managers, Gerard Brandon, J. W. Henderson.

No. 12.

Frame.....	48
Log.....	4
Brick.....	1

Total.....	53
Of the above very good ..	31
Miserable.....	6
A mean between the preceding two	16

Total.....	53
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Of the school-houses mentioned, 47 have some desks, six have none. Twelve have a good outfit. The remaining 35 are but partially provided. Of the 53 schools, about 45 have something that might be styled a blackboard, but in most cases the only provision is a small blackboard for a large school.

No. 13. In my opinion the supervisors should have in this and also in most other matters a more comprehensive power. I do not approve the law which requires them to resort to the Halls of our Capitol for local legislation. If however the power were in the hands of our supervisors I should not advocate the use of it. Supply a good teacher, throw in a bountiful supply of blackboards and chalk, and then let the patrons provide the house.

No. 14. I have no reason to doubt its correctness. It is about 15 per cent. in excess of teachers enumeration.

No. 15. I would not. I would advocate the grant of such a privilege to the County Superintendent. There would be no danger of his dealing in an arbitrary manner with intelligent white trustees, while on the other hand it often becomes necessary to do so with the more ignorant class of negro trustees.

I cannot judge in regard to other counties, but in so far as Adams county is concerned would not approve any further change.

No. 16. Prior to the war these were leased for periods of 99 years. These leases will not expire until the present generation has passed from the stage, so that the school fund does not, nor for many years hence can reap any practical benefit from them.

No. 17. We will be able during coming year, to redeem our warrants at par, and upon demand.

No. 18. Am in favor of session commencing October 1st, at option of County Superintendent, and continuing until June 30th, thus making July, August and September vacation months.

In the above I have expressed my views fully, and remain with continued respects,

Yours truly,
J. W. HENDERSON,
Supt. Ed. Adams county.

ALCORN COUNTY.

J. R. REYNOLDS, SUPERINTENDENT.

Dear Sir : With regard to the workings of the public school system in this county I would say that with a few changes it would be a success.

As the success of public schools depends so much upon the peoples' being satisfied with all matters relating to the schools, I would recommend the following changes in the present law :

Pay the members of the school board a salary, so that they can afford to take the time necessary to a proper districting of the county. As the law is they take no interest in the work.

I would have the school board to lay off districts justly at first, and the districts to remain unchanged for a period of years—say five. Then the people would not have the opportunity to be in a contest from year to year over the district lines and school sites. They would know that they were located as to schools for several years, hence would fix up for the comfort of their children while at school. The way the law is now you can hardly get the people to build school houses, as they do not know but that they would have to build again next year.

Again, let the teacher's salary depend somewhat upon the monthly average attendance. This would cause the teachers to work up an attendance.

I like the present law on opening the schools, but it is very unpopular in this county; therefore would recommend that a change be made that would give the trustees more power in the matter.

A majority of the people are opposed to some of the features of the present system, though many of the best men in the county are in favor of it.

There has been great improvement in the qualification and efficiency of many teachers.

The county school board made a map of the county and marked off school districts on it, making streams and section lines the boundaries. The map shows the sections embraced in each district. It will not be necessary to increase the number of school districts. About ten of my country schools may require more than one teacher.

I am furnished an office and desk in which to file and preserve the papers of my office.

The present system of examination causes the teachers to study much more than formerly, making better teachers out of the old material. It also will rid us of many worthless teachers.

The Institutes are a source of great improvement to those teachers who take an interest in them. There are some teachers in this county *too smart* to be benefited by the Institutes.

The visitation of schools by Superintendent has great ten-

dency to cause the teacher to keep his school in trim. The best time to size up a teacher is while he is teaching. Visitation gives you this opportunity. This feature of the present law should not be repealed.

I have four institute districts, three for white and one for colored teachers.

W. I. Gibson, white, Rienzi, Miss.

C. P. Elgin, white, Corinth, Miss.

D. A. Hill, white, Kossuth, Miss.

L. F. G. Murray, colored, Corinth, Miss.

The condition of many of the school houses is such that the children can hardly keep comfortable in them. There are about thirty frame buildings, and about the same number of log; all of which have some kind of blackboard, but only about five have desks.

The funds for maintaining the public schools are received by the treasurer--a part during the time of teaching, the rest after the schools have been taught. This makes it necessary for the teachers to sell their warrants at a discount. Now to remedy this I have thought that the surplus remaining after paying the school expenses for four months should be carried to partly defray the expenses of the following year, and so continuing from year to year, until there would be cash to pay off teachers as their salaries become due. When this is accomplished, I would then be in favor of appropriating the surplus to the building of school houses.

In my opinion the enumeration is not correct, though it is about the same as that made by teachers.

I would approve a change in the law allowing trustees to open schools at any time during the year. Also making nine square miles the requirement for a district, provided it contained fifty educable children. I would favor these changes in order to make the law popular. No school law, however good it may be, will be a success unless it is popular.

We have no sixteenth sections.

About all the last month's school warrants are sold at a discount, because the funds are not received in time to pay off warrants, unless held over by teachers.

I think that "continuous session" is one of the best features of the present law, but it is unpopular, and I suppose must be sacrificed. This is a question with me--to what extent should we give way to popular clamor?

Jacinto, Miss., Nov. 23, 1887.

AMITE COUNTY.

J. R. GALTNEY, SUPERINTENDENT.

I herewith submit my narrative report for year ending September 30, 1887, on the topics named in your circular.

1. The workings of the school system in my county during the past year have proved satisfactory, with the exception of a material falling off in the attendance of pupils during the months of August and September. Many of the children were taken from school by parents, to assist in gathering the crops. The school fund of this county is inadequate to meet the demands upon it. The warrants for the third and fourth months, and part of the second, are, in a large majority of cases, forced upon the market, and bring only sixty-five cents on the dollar. This depression in their value will have the effect to render it difficult, if not impossible, to secure the services of competent teachers for the ensuing year, unless the reduced cost of running the public schools, under the new law, should have the effect to enhance their marketable value.

2. The following changes in the school law are suggested, to render it more effective in its operation.

(1.) There should be only one term, embracing the months of November, December, January and February, or, if two terms, during either of which a school may be taught at the option of the trustees, let them be a Fall and a Spring term; the first to open in October, and the second in March or April.

(2.) Amend section 12, chapter 24, so as to require County Superintendent's report to Board of Supervisors to be made at its meeting in October instead of July.

(3.) The Board of Supervisors should be authorized and required by law to furnish the County Superintendent's office with necessary desks, for filing and preserving the records which the law makes it the duty of the Superintendent to keep and preserve.

(4.) The salaries of County Superintendents should be more definitely and satisfactorily fixed by law. They should be estimated on the basis of the number of educable children, or of the whole population in a county, so as to equalize the pay of county Superintendents; and the county assessor should be required to enumerate the same every two years; no salary to be fixed at less than three hundred, nor more than one thousand dollars. The increase in the amount of work, imposed by the new law, requires a corresponding increase in the pay of County Superintendents.

(5.) The term of a County Superintendent should be extended to four years, so that, learning by experience, he may better qualify himself for the discharge of his duties more intelligently and efficiently.

(6.) Leave it discretionary with the County Superintendent and County School Board to have one or three institute districts in a county, and require the presence of the County Superintendent at the meetings, if there be but one district. As the law is, he is required to be present at each meeting in the three districts, and, which, happening on the same day, makes it impossible for him to comply. Often, the Institute

managers, in the outlying districts fail to hold Institutes, and neglect to make reports promptly, and thereby embarrass the action of the Superintendent and obstruct the workings of the system. Having but one Institute, per month, for each race at some central point in the county would secure the attendance of a greater number of teachers, and inspire a greater degree of interest and enthusiasm.

(7.) In the examination of teachers, give the County Superintendent the power to discriminate, judge and determine the qualifications of teachers in respect to their executive ability and efficiency in the management of the schools, as well as of their literary qualifications developed in the result of their examination. Too much stress is put upon the last and not enough upon the first. Aptness to teach, and skill in classifying and conducting a school are of essential importance in securing the progress and intellectual development of the pupils.

(8.) Something should be done to secure more attention and interest on the part of school trustees in the supervision of the schools. This is necessary to greater efficiency on the part of both teachers and pupils.

(9.) The County School Board should be required to meet oftener than once a year. It should hold at least two regular meetings—one preceding the commencement of each term—and it should be subject to the call of the County Superintendent.

(10.) Four, instead of three, days should be allowed for the examination of applicants for license—two for white and two for colored—so as to avoid the necessity of a meeting of the two races in the same room on the third day, to complete the examinations.

(11.) The term, "actual attendance," should be clearly defined, for the reason that it is uncertain whether it means actual enrollment, or attendance for any number of days more than one, during a scholastic month. Teachers, in order to obtain an increase of salary, often produce the attendance for a day or so of one or more children in school districts having more than fifty educable children, for the purpose of enlarging the enrollment (actual attendance), with the view of introducing an assistant teacher and securing an increase of pay. In this way an assistant is sometimes foisted upon a school, or retained and the cost of the school unnecessarily increased.

(12.) Add, after the word "term;" in second line from top of page 66, Acts of 1886, the words: "Every license, so granted, shall hold good until the end of the scholastic year in which it is issued and no longer."

3. Public sentiment is favorable to the public school system. There is some opposition, however, based upon the unequal advantages to the races in proportion to the cost of each for its support.

4. There is a decided improvement in the qualification and efficiency of teachers, attributable to the rigid examinations to

which they are subjected, and the consequent elimination from the profession of many who followed it simply as an easy way of making money.

5. The County School Board prepared a map of the county, divided into sections, townships and ranges, numbering each and locating the public roads and principal streams. Each member of the board canvassed his district and determined the points at which schools should be located, so as best to accommodate the children and render the schools accessible to them. In doing this they selected established centers where good school houses were found, and worked out from them, so as to avoid, as much as possible, the necessity of removing such as were found to be suitable, and of building new ones. The boundaries of the several school districts were established by metes and bounds, so as to include the number of educable children required for each district, adopting the large streams as dividing lines between adjacent districts.

6. Answered in number 5.

7. The number of school districts has been increased from seventy-two to seventy-eight.

8. More than half of the schools will require more than one teacher.

9. I am furnished by the county with an office in the courthouse, and a small desk which is insufficient for filing and preserving the papers of my office. It is already packed with official documents.

10. The effect of the present system of examinations is decidedly good. It is a departure in the right direction, and secures better qualifications and more efficient work.

11. The benefits conferred by the Institutes are appreciated by only the better class of teachers who take an active interest in them. We had last year three institute districts, and they were severally managed by George A. McGehee, P. L. Marsalis and J. N. Smith. The effect of visitation by County Superintendent is good--stimulating both teachers and pupils to more effective work.

12. Condition of school-houses, in a majority of cases, is unsatisfactory. Fifty-one are frame, and twenty-two log structures. Fifty-eight are provided with black boards, and only thirty-eight with desks. As a general thing our school-houses are poorly provided with suitable furniture.

13. I deem it advisable to empower the board of supervisors and county school board to appropriate to the building and enlarging of school-houses, a portion, or all, of the school tax above what is required to support the schools for four months. Such a power could not be immediately exercised in this county on account of the insufficiency of the school fund to run the schools four months.

14. I do not regard the enumeration of the educable children of this county as correct. It was made by the county assessor

in 1885, and foots up 2,346 white, and 3,284 colored, and a total of 5,630. The enumeration by the teachers, shows 2,642 white, 3,391 colored, making a total of 6,033, as nearly as can be ascertained.

15. I do not approve a change in the law allowing trustees to open schools at any time during the year. Such a change would revive many of the objections removed by the new law. I do not see any objection to making nine square miles the minimum dimensions of a school district, provided it contains not less than fifty educable children.

16. The condition of sixteenth sections is unsatisfactory. Only a small proportion of them yield a revenue for school purposes. Nearly all have been leased for a period of ninety-nine years, and the notes given for them, except in a few instances, are barred by the lapse of time, and are therefore worthless.

17. All of the third and fourth month's teacher's warrants, and more than half of the second, for the last scholastic year, have sold, when put upon the market, at a discount of about 33 per cent.

18. If, by "continuous sessions," is meant the uninterrupted continuance of a term to its completion, I am in favor of it. If the running of one term into another—one following the other in close consecutive order—constituting virtually one term of eight months in every two years, I am opposed to it, for the reason that the pupil, during the sixteen month's vacation, will forget most of what it had learned.

Referring to statistical report, you will find that the cost of running the public schools during the last scholastic year, as compared with that of the preceding year, has been greatly reduced. The amount paid teachers in 1886, is \$14,327.46; that of 1887, \$11,268.16. Decrease in pay of teachers, \$3,059.30. Total amount expended in 1886, including Superintendent's salary, is \$14,465.98; total for 1887, \$11,715.45, showing a decrease, in total amount expended, of \$2,750.53.

The above is a good showing in favor of the new law. The result, as to its effect upon this county's finances, will popularize it and enhance the value of teachers warrants.

ATTALA COUNTY.

J. S. SMITH, SUPERINTENDENT.

I send my annual report, which has been delayed some time on account of teachers neglecting to make their last monthly report.

I trust it is sufficiently full and complete.

I have taken some pains to get the daily average attendance and find that there has been a wonderful falling off in the atten-

dance of *colored children* since the teachers are paid a *fixed salary*.

Replying to your inquiry of the 16th inst., will state that for the scholastic year 1886-'7, I issued pay certificates to teachers as follows :

On county of Attala.....	\$14,645 45
On town of Kosciusko, separate district.....	2,082 70
Making total paid teachers....	\$16,728 15
Superintendent's Salary	600 00

Making total cost of schools \$17,328 15

All of which I respectfully submit appears on my annual report for the year 1886-'7.

At the close of scholastic year 1886 there were outstanding about \$1,00.00 in school warrants which sum was paid by the treasurer out of funds for year 1886-7 and that causes a deficit for 1886-7 of about \$700.00.

Below will be found answers to the attached questions :

1st. Ans.—I think there has been some improvement in the general workings of the public school in this county in the last few years.

2d. Ans.—Abolish the Board of Commissioners and leave the locating of schools entirely with the Superintendent of Education, would be *better* on that feature of the law.

3d. Ans.—There is some complaint at times of the larger taxpayers about the principal of sustaining the public school, but I think the masses of the people generally favor public schools.

4th. Ans.—I think teachers should be required to stand an examination on the theory and practice of teaching as laid down by some standard authority on the subject.

5th Ans.—The boundaries of the district are not defined.

6th Ans.—I have not, as the boundaries of districts were not defined, map could not be made, etc.

7th Ans.—It will not. On the contrary the number of white schools ought to be diminished.

8th Ans.—Not more than six or eight.

9th Ans.—I have an office furnished with desk, etc., but the room is uncomfortably small.

10th Ans.—I think the present mode of examining teachers has had the effect of greatly improving quite a number of teachers in this county.

11th Ans.—I think that feature of the law requiring institutes to be held, a good one though the beneficial effect has not been satisfactory with me, owing to a lack of interest on the part of teachers—I think it would be well to require the teachers to write out answers to questions on the programme during the month, and let them be graded by the Superintendent at his leisure. This county was divided into two districts. One was managed by M. G. Campbell, the other by

myself. In the summer the schools were so much scattered that all the institutes were held my me at Kosciusko.

12th Ans.—About one-half of the white school houses in this county are neat frame-built buildings and have black-board and are comfortable in winter, but not more than 12 houses in the county are furnished with comfortable *desks*. The other half and the negro school houses—where they do not use their places of public worship—are rude log cabins with none of the modern appliances that would render teaching pleasant or efficient. In many places the negroes use their churches for school houses and these churches or meeting houses are of the rudest sort.

13th Ans.—I think it would be eminently proper to authorize the Board of Supervisors to build a few good school houses every year—but this county has not maintained her schools more than *four* (4) months for each year in several years past.

14th Ans.—I think the present enumeration of children in this county is substantially correct. On account of their being no boundaries given the two school districts, the teachers failed to make the enumeration required of them, not knowing whom to include in the report.

15th Ans.—1st. I would *not*. 2d. I *would*.

16th Ans.—Nearly all the 16th section land in this county was sold before the late war and the proceeds loaned at interest—a large portion of which was lost in the general smash up at the close of the war. Our county invested some of the fund in U. S. bonds on which the county now receives annually \$280.00 interest and some of it is loaned now to individuals but I know not how much.

17th Ans.—Only a few teachers this fall discounted their last month's warrant at 95 cents on the dollar—not more than \$250 00 worth.

18th Ans.—I think it much the better way to have the whole public term taught at one time—that is the four months taught consecutively.

I have delayed making my annual report this late owing to the fact that a few teachers have not yet made their last report for the summer term.

BENTON COUNTY.

L. E. LIPFORD, SUPERINTENDENT.

1. So far the system has met with considerable objection and unpopularity arising, I suppose, chiefly from its newness. And while it has not secured as large daily attendance as the old system in this county, yet, in my opinion, upon the whole, better results have been attained under it than under the former

system. In fact the chief and about the only serious objection urged against the new law by the people, is the continuous session.

2. I have no changes to suggest except to have broken sessions, and whether this would result in good or not, is doubtful.

3. The present system is unpopular, yet, I think, it is growing in favor.

4. A large portion of the teachers have made considerable improvement, both in qualifications and efficiency, and are pressing forward with renewed energies in this respect.

5. By section lines, and by rivers, creeks and other natural boundaries.

6. Maps of all the districts have been prepared.

7. It will not be necessary to increase the number of the districts.

8. Six.

9. I am furnished with a room, desk and other necessary articles.

10. The effect of the present system of examinations is very beneficial to the common school interest, as in my opinion it stimulates the teachers to a better qualification, thereby enabling them to do better work. It also has a tendency to advance the progressive and energetic teacher and retire those that stand still.

11. The institutes being very practical, furnish almost an entire review of the common school branches, and also an interchange of thought, and full discussion of plans and methods of teaching the whole public school curriculum, thereby preparing the teachers for better and more efficient work.

The visitation of the Superintendent furnishes him with much needed information, both in regard to the ability of the teacher and the needs of the district, and also results in good generally to the district.

I have four institute districts—two white and two colored—the names of the managers are as follows: Jos. T. Proctor, T. C. Leak, S. D. Ragston and Isaac Peterson.

12. In this county we are right well supplied with school houses. About two-thirds of the houses are in fair condition, while the others are not so good, and hardly any are as comfortable as is to be desired, yet the people are fast improving them and are taking more interest and spending more means in this direction than ever before. Forty-seven frame houses, twenty-five log. All are supplied with black boards, very few with desks.

13. I do not.

14. I regard the enumeration as about correct. It is larger than that made by the teachers.

15. Under the present law for paying Superintendents, I would not; however, I think that this would suit and be very

acceptable to a majority of the people. I would suggest that the size of the district be left to the discretion of the county school board, fixing the minimum at (8) eight square miles, and the maximum at twelve.

15. This county has no sixteenth sections for school purposes.

17. Nearly all. Our financial condition is about this: We will have about one thousand dollars in the treasury on January 1st, 1888, with which to commence the term of 1887-8, and our schools opened November 7th of the current year; hence we have no funds on hand to cash the warrants.

18. I regard continuous sessions as the best for the pupils, if practicable, but it is claimed by the agricultural population that it is utterly impracticable, as it is impossible for them to care properly for their families and be deprived of the work of their children for four months in succession.

CALHOUN COUNTY.

THEO. P. GIBBS, SUPERINTENDENT.

PITTSBORO, MISS., Oct. 25, 1887.

In answer to your inquiries, I beg leave to submit the following:

1st. Ans.—The workings of the public school system in this county are, in the main, satisfactory. At first the law was received with great disfavor. That feeling was worked up by a set of demagogues, who were willing to do almost anything by which they could gain favor with the more ignorant and get into office. Their predictions proved false, they have been retained, and the people are becoming better satisfied each day, with the law. I think a larger per cent. of our schools will be taught this winter than last, and I know they will be opened earlier in November.

2d. Ans.—There are several changes needed, I think, in the school law.

1st. The principal teacher in each school should be required to make affidavit before the County Superintendent as to the correctness of his monthly report, and the county should pay the Superintendent 25 cents for each affidavit thus taken.

2d. The salary of Superintendents should be fixed by the Legislature or State Board of Education.

3d. The Legislature should require the funds with which to defray the public school expenses to be collected before the school debt is contracted, and thus prevent speculation in school warrants, when it is known that money is in the treasury with which to cash warrants, teachers will and can afford to work for a smaller salary.

4th. The County Superintendent should have authority to

remove trustees when they fail or refuse to perform their duties, and appoint others.

5th. Teacher's license from any County Superintendent in the State should entitle him to teach in any county in the State, so long as his license is valid under the law.

3d. Ans.—The public sentiment concerning the system of public schools is strong. It is far better and cheaper to the people than the *ante bellum* beneficiary system.

4th. Ans.—The improvement in the qualification and efficiency of teachers is so great that to attempt to define it would be difficult.

5th. Ans.—The County School Board changed the location of but few houses, and divided the distances between the several school-houses as best they could.

6th. Ans.—I have not.

7th. Ans.—I think not.

8th. Ans.—About two-thirds of them.

9th. Ans.—The Superintendent's office and my law office are one and the same. I occupy a second floor room, 18x24, over the store directly north of the DuBerry hotel.

10th. Ans.—The system is superb. I sometimes think you put too much stress on the location of unimportant rivers, towns, lakes, etc.

11th. Ans.—The effect of holding institutes and visiting schools has been highly interesting and beneficial. We had quite a number of visitors at all of our institutes.

12th. Ans.—A large majority of the school-houses in this county are absolutely unfit for winter use, and this is not the result of poverty. We have a county full of healthy men, and steam saw-mills are plentiful, timber, lumber and nails cheap; no reasonable excuse why our children are not provided with large and comfortable school-houses. About one-half of our school-houses are frame, and the other log. About ten of the fifty frame houses are ceiled, and many of the log houses have cracks in them through which the Superintendent could make his exit, without soiling his linen. But few are provided with desks. Not more than twenty in the county, and not more than twenty school-houses in the county are not provided with blackboards.

13th. Ans.—As the Superintendent visits all the schools, it occurs to me that it would be best for him and the local trustees of each school to be empowered to have school-houses built and repaired at the expense of the county. When left to the Superintendents, each one wants his district to receive its proportional part of the building fund. This was the case in this county twelve years ago. The same objection could be urged for refusing to grant such power to the County School Board. I fear we will not have enough money to pay the school warrants now issued. At any rate, there will be but little or none left.

14th. Ans.—In my annual report you will see how many chil-

dren are reported by teachers. That is correct. I do not know how many with which we are credited by the State.

15th. Ans. If this were done I cannot see how the County Superintendent could hold institutes, for there would be schools opening each week in the year, and it would be a difficult matter for the Superintendent to visit the schools. I do not see the necessity for making any change in the size of school districts.

16th. Ans.—The Superintendents in this county have never had any control over the 16th section fund.

17th. Ans.—About two-thirds of our school debt for this year have been paid. Something over \$4,000 in warrants are now in the hands of teachers and speculators.

18th. I favor continuous sessions in all instances. No exceptions.

Although I fear the above and foregoing will give you but little information on the questions asked, yet I submit it for what it is worth.

CHICKASAW COUNTY.

J. T. PARKER, SUPERINTENDENT.

1. Under the administration of the "New school law," the working of our public school system has greatly improved. On this subject I respectfully call your attention to the following passages in my July report to the Board of Supervisors of my county:

"We maintained our public schools in 1886, only four months at a cost of \$19,208. If the schools of the present term had been closed at the end of the fourth month, they would have cost us \$13,573, or \$5,635 less than they cost us last year for the same time. The term of five months this year cost us \$16,553, or \$2,655 less than the four months term of last year. This immense saving is not due to reduced salaries. Our best teachers are paid from \$5 to \$15 per month more than the same teachers received last year, and our inferior teachers are paid all or more than they are worth. It is partly due to the consolidation of schools that were in close proximity to each other, but is mainly due to close and vigilant supervision. Your County Superintendent of Education has familiarized himself with the location, wants and needs of every school in the county. As many, and no more teachers were employed as were needed; and frauds were suppressed whenever attempted.

No feature of the "New school law is so valuable as that which increases the powers, duties and responsibilities of County Superintendents. The contrast between the school expenses of this year, and the expenses of a year ago, and between the schools of to-day and the schools of a year ago, is a sufficient testimonial of its value. The County Superintendent

formerly knew little or nothing of the condition, wants or needs of the schools of his county. The State Superintendent was powerless, in the midst of waste, extravagance, disorder and confusion, for the want of a connecting link between himself and the schools. He could do no effective work through a County Superintendent, whose powers and duties were little more than those of a paymaster. Trustees existed only in name. They knew little about their schools and cared less; and the schools were run recklessly in a haphazard way, in many instances, with a view to doing as little work as possible, and filching from the treasury all that greedy hands could gather."

The indispensable link has been supplied by increasing the powers and duties of County Superintendents; and with this supplied link begins a period of the most marked and rapid progress that our schools have ever enjoyed. System, order, organization with all the improvement that these imply have appeared in the schools, and taken the place of chaos, disorder, frauds and speculation. And the promptness and certainty with which directions and instructions of the State Superintendent and the State Board of Education are executed have secured an almost equal progress in all our counties, and have given us a State system indeed as well as in name. If in any counties these gratifying results have not been secured in as full measure as they should have been, the fault is most generally to be found with Boards of Supervisors, who have failed to appreciate the extent, value and importance of the work of County Superintendents, and have been guided by mistaken ideas of economy in fixing salaries. No investment by the county can bring greater returns, both in money and the efficiency and success of her enterprises, than an adequate salary paid to County Superintendents.

2. I can suggest but few important changes in the school law that would render it more effective in its operation.

2¹. It would be well for the law to direct specifically what disposition shall be made of the surplus fund arising from the collection of examination fees, that remains in the hands of Superintendents after defraying the expenses of the institutes.

2². I favor striking out all that part of the law relating to separate school districts. It may be fair and right to give wealthy and densely populated communities the advantage of all they pay in taxes to the school fund, but it works a hardship upon poor and sparsely populated communities in every county where there is a separate school district. The people in our larger towns are not dependent on the public schools. They are able to maintain private schools, and would have them, if this advantage over the poor and dependent people of the country was not given to them. The majority of the country people are entirely dependent on the public schools for the education of their children; and charity, if no other consideration, should lead us to give them an equal proportion of the school fund.

2^a. I suggest that the law be so amended that teachers shall *swear* and *not certify* to the correctness of their reports. The inducements to swell their reports are just as great now as they ever have been.

2. Speculation in teachers warrants is a business that has done and is doing our school system incalculable harm. Some means should be devised for crushing out this business. If teachers' warrants can be made a legal tender for all dues in the counties in which they are issued, it would be well to make them so. If this cannot be done, I suggest that the law be so amended that the school term in any county shall not exceed four months until money enough accumulates in the treasury to cash the warrants at the end of each month.

2⁵. If the law was so amended as to give Superintendents uniform salaries, in proportion to the school fund of their respective counties, and large enough to justify them in giving all or nearly all of their time to the work of the office, the school system could be greatly improved thereby; and the fund could be disbursed much more economically. A very small part of the money, that could thus be saved would pay the Superintendents good salaries.

3. The present system of public schools is rapidly gaining in public favor in this county. The only opposition that we have comes from a few demagogues, warrant speculators and their sympathizers. In many parts of our county there is a great and increasing interest in the public school system as now managed. Trained and educated teachers are in demand and their salaries are handsomely supplemented.

4. Our old teachers have greatly improved in their qualifications and efficiency; and the new teachers are far superior to those whom they have supplanted. There is now an interest and an enthusiasm among teachers in this county that has never been seen here before. They are spending their spare time in reading, studying and attending training schools.

5. The boundaries of our school districts are defined by section lines and water-courses.

6. Maps have been prepared showing the boundaries of all our school districts.

7. Four new school districts were established by our county school board in August of this year, by cutting territory from surrounding districts. This gives us all the districts we need. A school house is accessible to every child in the county.

8. Thirty-two of our county schools will require more than one teacher.

9. A desk is furnished, in the treasurer's office, at Houston, in which to file and preserve the papers of my office.

10. The present system of examinations has stimulated all teachers to a greater effort to prepare and qualify themselves for their work, and has made them more efficient. But while this is true, there are some objections to it which appear to be

reasonable and well founded. The teachers do not complain that the examinations are too rigid, but all complain that they are too long and tedious, and that the physical labor and mental strain are too great to be continued for so long a time without rest or recreation. My observation convinces me that this complaint is well founded. I have seen both men and women completely exhausted after undergoing the ordeal of an examination; and I have known ladies to be thrown into a nervous fever that kept them confined to their rooms for several weeks.

The following from J. S. Dickey, in the *Progressive Teacher*, is applicable on this point: "Concerning this objection, teachers are perhaps justifiable in their complaints; but Mr. Preston, we are sure, does not intend to put any unnecessary burden upon us. Under the old law examinations were a farce. Now they are a reality. While Mr. Preston and the Board of Education are not to be led about by the complaints of sore-heads and fossils, they are always ready to learn anything to promote the interest of the cause they serve. The length of the examinations so far has been an experiment. We may expect a change in this and everything else that is really a hindrance to the successful operation of the new law."

11. Our Institutes have been well attended, except by a few anti-progressionists, who are already crowded out of the profession in this county, by their more active and progressive brethren.

We have three Institute Districts in the county: the Houston district, E. A. Smith, manager; the Buena Vista district, L. T. Dickey, manager; and the Okolona district, B. H. Magruder, succeeded by J. S. Long, manager. The discussions in the Institutes have been most interesting and valuable. Teachers have been greatly benefited and improved by them.

Many schools in the county have, perhaps, been improved and elevated by visits from the Superintendent; but the greatest good that has resulted in this county from these visits is the complete breaking up and destroying of the business of warrant bloaters.

12. The majority of our school houses for white children and many for negro children, are in fairly good condition. We have forty-six frame buildings, and thirty-six log houses. Some of our schools use more than one building. All are provided with blackboards and twenty five are provided with desks.

13. I do not think it at all advisable to empower the Supervisors and County School Board to appropriate any part of the school fund to building school houses.

14. I think our enumeration—the basis for State distribution—too low. The teachers reported more than the enumeration, and many of them have acknowledged that they overlooked pupils in their districts.

15. I would not oppose a change in the law allowing trustees to open schools at any time during the year. Under such a law we could have no systematic arrangement of any part of the school business. In fact, such a change would knock *all the system* out of *the whole system*.

We are satisfied with the arrangement of the districts in our county, and do not want any change in the law in this particular.

16. We have no 16th sections.

17. Unless our teachers are able to hold their warrants for a time, all for the winter term must be sold at a discount.

18. A school that is not taught through to the close of the term, without suspension, is almost worthless. Continuous sessions should always be enforced.

CHOCTAW COUNTY.

S. B. DOBBS, SUPERINTENDENT.

1st. I find the present system to be much better than the old. There is more accuracy and order in running the schools now than formerly. The schools can be run much cheaper than under the old system. Superintendents can now regulate salaries of teachers to correspond with the available school funds. In one instance in this county, under the old law, I paid one school \$128.10 for one month. This year I ran the same school with the same teachers the entire term of four months for \$183.60. Under the old system it cost about \$6,500 to run the schools two months; the entire term of four months this year has cost about \$7,500.

2d. I think the school law would be more effective in its operation if the law limiting the tax to fifteen mills for all purposes be repealed so that the supervisors can levy more tax for school purposes. It would also be advisable to double the poll tax, as with the amount of school funds we have we can not run our public schools four months and pay our teachers living wages. I also think the law should specify that each child be confined to its own school district.

3d. Public sentiment is in favor of the present system in this county.

4th. There is some improvement in the teachers of this county. Some have attended schools while others have studied diligently, preparing for examination and Institutes. The new school law left out the driftwood of the profession, and is fast supplying us with energetic and wide-awake teachers.

5th. The county school board defined the boundaries of districts by giving the sections that composed each district.

6th. I have not prepared maps showing sections embraced in each district, but each member of the Board of Education

has a map of his beat, showing sections comprising each district and location of school.

7th. The Board established three new districts at its last meeting, which I think will be sufficient.

8th. There will be eight or ten county schools that will need assistant teachers.

9th. I have an office supplied with one desk.

10th. Most of the teachers oppose the present system of examination, but all admit that it will make our teachers more efficient. It has raised the standard of education, and will cause teachers to make the profession a business.

11th. The Institutes have been interesting and instructive. I think it one of the grandest features of the new school law. Some teachers do not take the interest they should, but it is proving to be a good thing, as the discussions of those interested are stimulating. I have but two institute districts—one white and one colored; J. D. Perkins, manager of white; E. C. Cole, manager of colored. I think it necessary for the Superintendent to visit schools. There can not be much accomplished by a short visit, but it is a stimulus to both teacher and pupils.

12th. We have thirty-two framed houses, and twenty-four log houses. Very few are supplied with desks, black-boards, etc. Most of the country school houses are poor structures with no supplies whatever.

13th. There will be no fund in this county above what is required to run the schools four months. The Supervisors will not levy but three mills for school purposes, which gives us, in all, only about \$6,000 school fund; and with sixty schools in the county, the Superintendent positively cannot pay the teachers a reasonable salary and run the schools four months. We are requiring our teachers to be first-class, and giving them very poor pay for their services, and they cannot live on so small a sum as our school fund will be next year.

14th. I do not consider the enumeration of this county correct. My teachers failed to get a correct enumeration.

15th. I do not approve a change allowing the trustees to open the school at any time of the year, as under the present system every one has an equal chance. Neither would I approve a change making nine square miles a district. We have as many schools as it is possible for us to support, and with twelve square miles to the district, none debarred from school privileges.

16th. With the exception of a few townships we have no sixteenth section fund.

17th. Third and fourth months school warrants must be sold at a discount.

18th. I approved of a continuous session. Otherwise the public schools will avail but little.

I have given as complete answers as possible.

CLAIBORNE COUNTY.

WM. H. KER, SUPERINTENDENT.

I have the honor to submit to you the following narrative report in response to your circular of questions :

1. Under the new law, there is decided improvement in the working of the public school system in this county, although there is a good deal of chafing on the part of teachers and others against the introduction of rigid examinations, and of system in the management of school affairs.

2. It might be well to amend section 34 by adding a provision that first-grade teachers who make a general average of ninety per cent shall be entitled to a county license, good for three years, and that second-grade teachers might secure a county license good for two years, by making the same or higher average. This would probably allay opposition to annual examinations, but teachers ought to pay into the institute fund 50cts for each year that their licenses are good for.

Section 38 ought, I think, to be amended so as to clearly give to the County Superintendent the appointment of the members of the school board, subject to the approval of the board of supervisors.

Section 39 ought to specify that the County Superintendent may call a meeting of the county school board whenever a necessity therefor arises.

Section 40 ought to be so amended as to enlarge the powers of the school board, giving them control of all school property and authority to have school houses built and repaired. Also giving them and the County Superintendent, jointly, authority to regulate the salaries of teachers. The members of the board ought to receive compensation enough to at least pay their necessary expenses while performing actual services.

I would leave section 41 just as it is.

Section 45 ought to be amended by inserting such a proviso after the first sentence as would clearly give the privilege of attending such school only to those children that are unable, on account of distance, to attend a county school; otherwise the county would pay their tuition twice. The latter part of the same section would seem to authorize pupils belonging to one school district, to attend at will the school in any other district in the county, and I would suggest that, to prevent any such disastrous interpretation, said section be amended by striking out all after "district," in the next to the last line, and inserting the following: "except by special consent of the County Superintendent."

3. The opposition to the system of our public schools is decidedly on the wane, and interest is taking the place of indifference.

4. There is decided improvement in the qualifications and efficiency of teachers.

5. Owing to my illness at the time, the county school board failed to define the boundaries of our school districts, but teachers and patrons have a pretty correct idea of the extent and limits of school districts.

6. I have not. Is it required, and, if so, where?

7. We establish new schools only when necessity therefor is shown, but there is a great deal of territory in the county that is not embraced in the school districts as defined in section 41.

8. Twelve county schools will require more than one teacher.

9. Not to a sufficient extent. I would suggest that some provision be made for destroying contracts, reports, etc., two years old or more.

10. Teachers are dissatisfied, but their efficiency is certainly increased by the necessity for keeping their minds bright and active in order to pass the examinations. Instances have come under my observation in which teachers, who held first or second grade licenses last year (1886-7), have secured only second or third grade licenses this year, and the causes therefor are clearly traceable to "rustiness" of mental faculties.

11. The effects of institutes and of the Superintendents visiting the schools are decidedly beneficial.

12. The condition of school-houses, in most cases, is deplorable; In twelve cases, the schools are held in church buildings, some of them being very uncomfortable and all of them unsuitable. There are twenty-two log houses, most of them unfit for school purposes and without seats, other than the rudest benches, and with no school appliances whatever except the poorest sort of blackboards. In ten cases the schools are taught in rooms or cabins owned by individuals. Two school houses are to be built by the time the summer term opens. The remaining eighteen school houses are frame and in pretty fair condition, with desks and seats, five of them having been built, wholly or in part, by the county within the past year.

13. I do not. I think it would be a better plan to order the Boards of Supervisors to levy a special tax of one (1) mill, for the purpose of gradually building necessary school houses and furnishing them with necessary appliances.

14. I think it very nearly correct, judging from the enumeration made by teachers, which does not, as shown in my answer to "7," embrace all of the county.

15. I would not.

17. None. All warrants paid in cash on demand. Our school term has always been five months, and last year (1886-7) it was six months.

18. Sessions should be continuous, by all means.

In closing, I would call your attention to irregularity in our "State Distribution." Last year (1886-7,) our county received \$4,323.98; this year, only \$2,832.24.

CLARKE COUNTY.

WM. D. NORTHRUP, SUPERINTENDENT.

We adopted books February, 1886, viz: Webster's spellers and dictionary, Swinton's, primer and word book, geography, Appleton's arithmetic, Robinsons English grammar, Harvey's two book system, United States History, Swinton's philosophy, Steel's fourteen weeks, Philosophy, Steel's fourteen weeks.

2d. Question—Two white, one colored.

4th. Question—We had maps and located by section lines.

5th. Question—Each member has a map. I have none on file.

6th. Question—It will not, as we located all the schools necessary or required.

7th. Question—About one-third.

9th. Question—W. H. Magruder and lady at Shubuta. They had about 80 points. W. T. McGee, Misses Estis and Campbell, Enterprise. They had 80 or 90. Mrs. L. L. Baily, Quitman, had from 30 to 35.

8th. Question—My schools are doing well; there is quite an improvement, both in white and colored schools, due to some extent to the oversights and visits of County Superintendent. I sometimes spend a half day in schools, and observe everything that is being done. Correct such things that require it. I lecture each school. My object is stimulate both teacher and pupil. We have very poor houses to teach in; furniture very scant. I think it would be well for the State to provide a fund for school houses. The people are so very indifferent—don't care so the children are in a hut of some sort.

10th. Question—I have a *good* office, nicely furnished.

There is quite an improvement, among the teachers, due to the instituting and rigid exercise. They are getting down to their study.

DEAR SIR: I was sure I had answered all the questions. I overlooked the paper when I put them up. I find it in my desk.

2. Two white.

3. One colored.

4. By T. & R. Sims.

5. The board has.

6. It will not.

7. $\frac{1}{3}$ white, $\frac{2}{3}$ colored.

8. Our school buildings are mostly huts, poorly furnished. Many *white* schools have not half enough books. Colored schools are better furnished. I find all the adopted books in the colored schools. Many white parents cannot be induced to purchase books. I have an excellent corps of teachers. They are doing good work. The supervision by superintendents adds much to the interest and progress of the children. Teachers are putting in good time and work. The institutes

are stimulating the teachers and cause them to improve themselves.

10. I have a good office in the C. H., well furnished.

CLAY COUNTY.

T. B. DALTON, SUPERINTENDENT.

I forwarded my annual report yesterday, and now proceed to answer the inquiries embraced in your circular which was received this morning:

1. The public school system is working well in this county.

2. Making provision for adoption of text books for each county and making it compulsory that they be used in the public schools. Teachers should be compelled to make affidavit to their monthly reports; otherwise there can be no punishment for frauds committed by them.

3. With few exceptions, public sentiment in this county is favorable to the public school system—by those who have no children.

4. There has been a decided improvement in the efficiency of the teachers.

5. The County School Board defined the districts, where practicable, by section lines, but in a great many cases by water-courses.

6. I have complete maps of the county.

7. It will be necessary in only a few cases to increase the number of school districts in the county to afford ample facilities to all.

8. Eighteen of the schools of the county require more than one teacher, some as many as three.

9. I am furnished with a good office and desks sufficient to file and preserve the books and papers of the office.

10. The effect of the present system of examinations has been to place much better qualified teachers in charge of the schools of the country and getting rid of a number of inefficient ones.

11. The Institutes have been beneficial to the teachers, and the visitations of the Superintendent prove of incalculable benefit, for by them many irregularities have been corrected in the conduct of the schools. Have had three Institute Districts. Managers, J. G. Wooten, W. A. Belk and J. W. Harris. Shall have only one hereafter.

12. The condition of the school houses, as a rule, is wretched. In some cases there are good houses. About one half are frame, and the other log. Most of the houses are supplied with inferior black-boards, and a few only with desks. Usually have good fire-places or stoves.

13. I do not think it advisable to empower the Supervisors and County School Board to appropriate any part of the school

tax collected for teachers' fund, to the building or repair of school houses, for in that event every neighborhood would depend upon the county for its school house, and fail to provide for any themselves, and by that means fail to receive any benefit of the public school. I am well convinced that the Board of Supervisors should be empowered to levy a tax for the purpose of purchasing *material* to build public school houses.

14. I am of opinion that the present enumeration is approximately correct. It does not at all compare with that made by teachers, so many of them being incompetent to enumerate their districts with any degree of accuracy. This duty might, with benefit, be devolved upon the trustees.

15. I do not think it best to allow trustees to open the schools at any time during the year, but give a reasonable margin; say, as now provided, one month, (November is best.) Am of opinion that the change to nine square miles for a district, and requiring fifty educable children in the district, providing, however, a sound discretion is to be exercised in cases of impassable obstructions and sparsely settled districts, would be of advantage.

16. We have scarcely anything to do with 16th sections, having only a few fractions within the limits of the county.

17. Two months of the school warrants have to be discounted, owing to the times of the distribution of the school fund.

18. More value attaches to the provision for continuous sessions than any one feature of the new law.

COAHOMA COUNTY.

N. W. LEA, SUPERINTENDENT.

In reply to your request that I should furnish a narrative report on the following topics in the order presented, I herewith submit this brief reply:

The workings of the public school system in my county under the new law was at first attended with distrust, but with a more rigid examination followed proportional increase in the salaries of teachers of the better grade, which soon stimulated study and the inquiry for the best methods of Normal Schools and Teachers' Institutes. Teachers who are indifferent to progress and improvement have been compelled to drop out and give their places to an advancing column of workers, who will soon be felt in the preparation of the youth of our country, for better places in our colleges and high schools. Warmth and zeal among all classes of our teachers have proportionably stimulated the great mass of the people to trust their children to the public schools. So we may justly conclude that the adverse criticisms upon the new school law had more especial reference to the little friction which attends the use of every new

machine ; and as much the fault of imperfect application as any real defect in the law. But slight changes will make it the best in any State, and for superior to the old law, and this brings us to the next topic, "changes to make more efficient." We doubt the propriety of much change. If the county school board are required to furnish boundaries to school districts, the county Boards of Supervisors should furnish correct maps of sections and names of resident owners, so that metes and bounds could be easily established. To establish institutes in reach of all, in my county, will require more "managers" than can be paid for at present rate of compensation unless the fee is increased at least to \$1.00. The law for licensing teachers, we think, could not be bettered by changing.

The removal of the subject of English literature now having a technical application from our list of studies for first grade teachers was a great mistake and should be restored to its old place in qualifications for first grade teachers. It excited teachers and pupils and people to inquire into a knowledge of English authorship and its works, on a small scale, it is true, but it would have introduced to their notice that cream of rich thought now laid upon the shelf or reserved for the favored few, and the poor novel and worthless sensational publications have filled the place of this English authorship which has been long ago passed upon. The standard of requirement for union first grade teachers should be still further raised and the salary raised to \$75 per month for an average of 95.

There should be four days set for examination for the river counties—two should be in October and two in November. There is some friction just here but we are not satisfied other changes would better the present law. However much a system of rigid impartial examinations may be criticised through the State, it has prevailed in all branches of science and study for many centuries, and no better, nor so good, has yet been devised as a substitute, and we are disposed to the opinion that the strict compliance with that part of the law by all concerned will prove proportionally better for the course of education and for the people.

We do not think that for some years any but annual certificates should be issued. We think State certificates for five years are a delusion both to teachers and education. Our judgment is decided for annual certificates only and "those for the scholastic year in which they are issued." Oft repeating familiarizes and spurs the will and tests the metal of our educators.

We think some special legislation is required to restore "our" 16th sections, to make them beneficial and recover this lost place in our county school fund. Could not our law-makers establish a board of five intelligent, disinterested, honest men, with compensation of five dollars per diem for actual work at stated days in the year, and the right to consult and pay for the best legal advice and once for all put our 16th sections where

they can be kept alive and a constant source of income to our schools? We are opposed to a division of school term as long as we have only five months. It is not a good law to have it optional with the Board of Supervisors as to whether they shall levy "more than three mills" school tax. Enough money ought to be raised to pay the contracts off, or the number of schools reduced, not the number of months. Less than five months is a poor investment. To those of our people who have given it any thought we think the school law has given satisfaction and they will continue to like it better. It has greatly stimulated the work of our teachers and the more earnest ones have taken altogether a different step. For this alone the new law has paid for itself. More money and time have been given to Normal Schools and Institute work in one year than in three before.

My county school board only limited and characterized a school district by the location of its school-house, attaching the required territory thereto, but with no special metes and bounds; thought it impossible in our jungles without an efficient and recent county map. Every neighborhood which has the requisite educable children has its school and all that have applied have been granted the school and that is all the law contemplates or could be done under any law.

About ten or twelve country schools require more than one teacher; their status sometimes changing. The office in this county so far, for the current year, has been furnished at the expense of the County Superintendent, the Board not yet having decided whether they will bear the expense or not. Additional space is needed to file accumulating records, but we think our Board will make the required additions. As already stated there is some little friction in the present system of expenditures but we fear any changes.

The use of State Superintendents' Institute outlines, so carefully and well prepared, are invaluable to our teachers, and if fully worked up and mastered, would sweep away all this complaint about unnecessarily rigid examinations, but we do not believe in the policy of State certificates unless they are issued annually or biennially.

We think the County Superintendent is required to attend too many institutes each month, unless his compensation was higher, and roads in some counties, we know, blazed out, and a ferry boat with more than one bottom kept in sight at dismal crossings!

We have seven Institute Districts—Lula, white; Jonestown, colored and white; Lyon, white; Clarksdale, colored; Dublin, white; Sheriff Ridge, colored. Our teachers have not yet begun their work in some districts, and so we have not been able to complete our list of managers, first Monday of December being first day of public schools.

The condition of many school-houses is good and comfortable; others, pitiable in the extreme. This last is true of both races;

if anything, the colored people have the best average school-houses. Three-fourths of the houses are frame, the balance log. Many are provided with comfortable desks and good blackboards, others are very poorly furnished.

Wherever the school sites have been deeded to the county, our supervisors should keep in comfortable repair our school-rooms. This is the only dependence of the poor of both races, but we do not believe in the four-months term.

Our enumeration for basis of State distribution is as near correct as we could make it, but we know it is below the actual number of educable children, but we went as far as our figures would permit.

The public schools in the river districts should all open at the same time, and sessions be continuous. When taught in vacation, they are a fruitful source of fraud and complaint. We suppose nine square miles where the legal number of children were to be had would be best.

We have already expressed our opinion upon that zero factor in the school fund, our 16th sections.

The 17th topic is past my knowledge or finding out. The Superintendent knows, from experience, that his warrants for salary allowed can't always ride out a discount of less than ten per cent. Of continuous sessions, we are an earnest advocate. To cut half a loaf into two pieces makes a poor supper and a starving breakfast. Better teach five continuous months and take the chances on the balance of the year. The change of our books once in five years is often enough. A well selected course need never be entirely given up, and the book upon any one branch of study can be easily done away with when useless, or a later and better work can be found. We are utterly opposed to State uniformity. It panders to monopoly, does not cheapen, and shuts the gate to the introduction of better authorships or more enlightened scholarship.

Our present law on adoption of books could not be improved. At the expense of our modesty, we would suggest that some law ought to be enacted so that Superintendents shall be enabled to secure their salaries when due, and which is to govern the Treasurer in taking the same.

COPIAH COUNTY.

D. S. BURCH, SUPERINTENDENT.

Replying to your circular of recent date, asking for further information than that contained in my *annual report*, I submit the following, upon the various topics, upon which information is desired :

1. Nothing has transpired to mar the smooth, even work of the school system during the year. A more intimate acquaint-

ance among the teachers, growing out of our present system of examination and Teacher's Institutes, has brought about a more uniform system of school work and this has developed into good work and a better feeling among all classes.

2. I favor the following changes in the school law: 1st. To have Teachers' Institutes 4 or 5 *days consecutively* during the early part of the term. My reason for this is, 1st. Teachers would then go to their work with the enthusiasm and preparation obtained by their attendance. 2d. Another reason is this, teachers have only *one* day for other business, and if *that*, Saturday, is taken from them, we over-tax them. A teacher's enthusiasm and patience is about equal other men's.

3. The public school system is gradually growing in favor among the people. School taxes are as willingly paid as any other taxes.

4. An improvement is observable in the qualifications of the teachers and the interest in their school work. This they all admit.

5. As few changes as possible were made in location of schools. Boundaries of the school districts are not defined. Distance between schools of same race, generally not less than 4 miles.

6. We have no map showing the boundaries, but we have a map showing section, township, and range of each school in the county.

7. It will *not* be necessary to increase the number of school districts for some time.

8. Four white schools and six colored schools will need assistants.

9. The only office I have is the room used by the Board of Supervisors and the Grand Jury, when in session. I have an inferior desk, but have kept all papers, thus far, on file in it.

10. I think that the present system of examination has already shown itself to be a great stimulus to teachers for greater proficiency.

11. Institutes and visiting schools have done much to encourage teachers, trustees and patrons. Our institutes, (except one in December last), were held at the close of the term. Managers, R. E. A. Stuart, J. M. Girault and myself. We had better attendance than when held on Saturday. Teachers generally want Saturday for other business, and a compulsory attendance at institutes fails to bring success.

12. Our school-houses are about 50 per cent. better than they were two years ago. I gave notice to patrons and trustees that I would not permit a school to run during the winter term that had not a suitable house for comfort of pupils and teacher. We now have 54 frame and 7 log buildings for white schools, and 39 frame and 18 log buildings for colored schools. Most of these frame buildings have glass windows, tolerable supply of desks, and blackboards. Other neighborhoods report that they are getting ready to build better houses. I insist upon blackboards and their use by teachers.

13. I do *not think* it advisable. Because, 1st. When the neighborhood build their house, they will be more apt to take care of it. 2d. If there is a surplus of funds, then I would advise, either to continue schools a longer time, or to pay our teachers better salaries.

14. My report as to enumeration of educable children, was taken from the assessor's book of enumeration for 1885. It is supposed to be correct, (approximately.)

Inasmuch as our school board did not define the boundaries of the districts, teachers have not made enumeration. I regulate the attendance on registration by requiring parents to select the school of their choice and register at no other.

15. I would approve such a change as to time of opening. Patrons and trustees can better decide as to time of opening than a school board or any other body. As to extent of school districts, I think 12 square miles *small enough*. This places our schools 3 or 4 miles apart.

16. Nearly all the 16th sections of this county were sold between 1850 and 1857. An investigation shows only two that can be reached. One was sold last year and the other will be whenever the "resident heads of families" in that township shall have complied with the law. The proceeds of all those leased sections were loaned out, and the war coming on, nothing was done to collect the notes. Further effort may result in getting possession of some of this land. The notes and all accrued interest to date due the county would probably aggregate \$70,000.00.

17. We are now running our schools on a "strictly cash" basis. No teachers warrants go on the market. We will be able to pay 5 months.

18. I am decidedly in favor of continuous sessions. My experience is that it requires nearly a month to get a school, (if a large one), in'to smooth, successful operation; and to make a break in so short a term as our free term is, works detriment to the system.

I have not written as fully on some of these points as I would like to do, but sufficiently perhaps to explain my views on them.

COVINGTON COUNTY.

J. N. WALKER, SUPERINTENDENT.

Please append the following answers to your last circular to my annual report, as I did not receive the circular until after said report was mailed to you:

1. The public schools in this county work very well under the new system, better than I expected they would immediately after such radical changes by the school law.

2. Changes to render the new law more effective could not,

I think, be now made, with any very great advantage, unless, perhaps, in a few respects, such as these: (1.) The Board of Education of each county should be sworn; they should have a little compensation and mileage; there should be a penalty for non-attendance. I fear that without some such restraints or inducements, there is not enough patriotism in the average citizen to stimulate him to punctually and rightly attend to the duties of school director. (2.) The existing school law fixes the 1st day of August *absolutely* as the only day of meeting of said Board. If by accident or otherwise it should fail to convene, there is really no other *legal* day for the location or establishment of schools. The whole school system seems to hang upon the slender contingency of one day. Under the new law this body does not seem to have the right or privilege of a call meeting or of adjournment.

3. Public sentiment cannot much be relied on, as there is still a woful ignorance of many of the prominent features of the law. I have not been able, however, to discover anything particularly adverse to the new law in public sentiment.

4. Upon this point I can speak freely and emphatically, there is a very marked improvement in the qualifications and efficiency of teachers.

5. The School Board defined the school districts, according to law, in squares or parallelograms.

6. Maps for May, but not all.

7. The S. B., at it last meeting, found it necessary to add 12 school districts.

8. Probably 4.

9. I have been so furnished.

10. The effect of present system of examination has led to an increased diligence and general "brightening up." Some pretty good, old-fashioned teachers have succumbed entirely, and quit the ranks.

11. Effect of institutes I cannot denominate by any term than that of *charming, splendid!* Have one colored district and three white. Managers, W. H. Dixon, Baily White, J. M. Edmondson, J. R. Moseley.

12. Condition of school houses not very good, especially those for colored. Frame buildings number 12, log houses 35. Most of them provided with desks, blackboards, etc.

13. The Board of Supervisors from time immemorial almost, in this county, have never levied a tax sufficient to run the schools four months. I hope, under the new law they will so far understand their duty as to levy a sufficiency, or at least more than formerly. I shall insist on this.

14. I am certain that my enumeration is pretty correct, as it corresponds with that made by teachers very closely.

15. I think the law, as it now stands, could not well be mended in this respect. The people will soon learn to accommodate themselves to a fixed time for the opening of schools;

and this will result in uniformity and method. If the whole matter of the time of school sessions should ever be relegated to the trustees, solely, I think it would be an unfortunate mistake. It would have the effect of leading to much contention and favoritism. The strong arm of the law, (as at present) in this very respect, has done more to promote peace and crush dissensions among patrons, this year, than ever before.

16. Sixteenth sections in this county are, I believe, all in good solvent condition, and work well.

17. I am glad to reply, few or none. I humbly claim to have secured the confidence of teachers, at least in this respect, so that 9-10 hold to their warrants; hence the Shylocks are somewhat discomfited, and wish that your unworthy appointee "was not."

18. I think the plan of continuous sessions a good one. Nothing but a strong enforcement of this part of the law can secure permanence, stability to (hence confidence in) the public schools. Both teachers and patrons have long needed something like this. Nothing but extraordinarily bad weather or unavoidable happenings, amounting to a public calamity, should cause the suspension of the schools or stop them.

Addenda—I have thought that, possibly, improvement in examination might be made in two respects, viz:

1. Only the answers to the arithmetical problems should be required. No living Superintendent has time, in one day, to examine all the figuring and torturous scrawling of hurried and careless calculators. Impossible, almost!

2. The Superintendent should have the right of mixing oral examination with written upon certain questions which appeal only to the memory. A mere tax upon the memory is not always a test of scholarship. Particularly does this remark apply to colored teachers. That race, you know, is gifted in memorizing—mimicry—rote; but generally deficient in the thinking faculties. Such a test often places a real good profound scholar at a disadvantage. Some of the most philosophic minds I ever knew were deficient (from defective memory) in some minor details, such as names of rivers, dates, etc. They could not have compassed the curriculum of a learned Chinaman or Jewish Rabbi, whose chief literary glory consists in memorizing the Talmud or Confucius.

DE SOTO COUNTY.

WM. HENRY JOHNSTON, SUPERINTENDENT.

My annual financial and statistical report was sent you on the 30th day of September as the law requires.

1. I find that the workings of the schools in this county under the present law, is a decided improvement on the old, both as regards expense and benefit to pupils.

2. I can suggest no change that I believe would be an improvement, but many of the patrons would prefer the term divided.

3. The public school system, in fact any system of free schools, is not popular with the white people of this county.

4. I can discover a very great improvement in the teachers of the county.

5. I have prepared two large maps of the county, $1\frac{3}{4}$ in. to the mile. On one of these maps the white school districts are lined off by section lines, and water courses as boundaries, and on the other the colored school districts are laid off in the same way. Each district shows the sections and parts of sections embraced, and all of this is placed on record in the books kept for that purpose.

7. Our school board at the last meeting, the 1st Monday in August, made seven new districts, 4 for the colored and 3 for the whites and I think now there will be but few if any changes to make hereafter, as the present districts are so arranged that everybody or nearly everybody will be satisfied.

8. I have two schools that will require three or more teachers, 35 that will need two or more and the balance, 47, one teacher.

8. I am furnished with good office and all the furniture necessary.

9. I believe the present system of examination is doing much good in stimulating the teachers to better prepare themselves for their duties, and it is only the lazy and indolent, and those who have no confidence in their ability who carp at it. I find in my county it is working out the incompetent.

10. I have three institute districts, and I think those institutes, and the visits of the Superintendent are doing as much good for the schools as any other thing.

11. Our school-houses are nearly all in bad condition, but I discover since the districting of the county, they are beginning to improve, and I believe, whenever it is felt that the districts are permanent we will have good houses. About one-third of our houses are frame, used for church and school both, the balance are log and all poorly provided with seats and furniture.

12. I would not advise any of the funds now provided to go to building of houses, but would advise a special tax for that purpose.

13. I believe the enumeration taken by the assessor, under a special law in 1886, is very near correct, 8,437, but we do not draw our money, from some cause, on this, but do on the very imperfect one made in 1885 which only gives us 7,712. The enumeration taken by the teachers this year is 7,937 and I am very well satisfied this is not enough by at least 1,000; it is very difficult to get the teachers to discharge this part of their duty, more especially the females. I have to send so many of them back to complete their work, that I got some pretty hard scolding.

14. In counties where the schools are kept open but 4 months,

I believe it is much better to teach the 4 months consecutively, but where there are 5 months or more, I think it would be well to leave the opening and closing with the trustees.

15. Last year a part of the 4th and all of the 5th was discounted when sold at all, at from 5 to 7 per cent. This year there will be none sold but all paid when drawn.

GRENADA COUNTY.

R. T. PAYNE, SUPERINTENDENT.

Replying to your request for narrative report, I herewith submit the following:

The workings of the public school system in this county have been smooth and harmonious.

I can recommend no change to make the law more effective in its operation.

Public sentiment throughout this county is not favorable to the present system. The teachers of this county are unanimously dissatisfied with the present system of annual examinations, and a general state of dissatisfaction with the present law has been disseminated through them.

My opinion is that there has been a marked improvement in the efficiency of the teachers of this county within the last two years.

The school districts are not clearly defined, and there have been no maps prepared to show boundaries of the districts.

There exists no necessity for increasing the number of school districts in this county.

Two of our country schools require two or more teachers.

The Board of Supervisors furnish an office and desk for the county Superintendent.

The effect of the present system of examinations, as before stated, has been to increase the efficiency of the teachers, but at the same time to create great dissatisfaction among them.

There is only one white Institute district in this county, G. W. Christian, manager. Three colored districts; managers, A. H. Stevens, A. H. Henderson and R. W. Means.

The Institutes have not been as productive of good results as might have been hoped for. A number of the teachers live so far away that it requires the better part of a day for them to come and go.

School houses, generally, in a shabby condition. Most of them built of logs. Very few have desks and blackboards.

The amount of school tax over and above what is required to support schools would build very few houses. The Supervisors would not be able to apportion the same with any good result, without raising jealousy and discord between rival school districts. Such action by the board would involve the county in a general row, where now, all is peace and quietude.

Trustees are better acquainted with the wants and conditions of the patrons of their respective schools than any law-makers could be, and in my opinion should have absolute control of the schools, in so far as opening and closing the same is concerned.

School districts should be regulated by the number of educable children, and not by any number of square miles.

School warrants are worth 100 cents on the dollar all the year round, in Grenada county.

Continuous sessions are unquestionably best for the pupils.

FRANKLIN COUNTY.

A. J. EVERETT, SUPERINTENDENT.

I herewith enclose my annual report. Has been unavoidably delayed, but I hope will reach you in time, and I think it is correct.

In answer to your circular containing questions, I submit the following answers:

1st. Better than heretofore.

2d. Teachers should be paid according to ability and to the number of educable children in the district, and the districts made to contain a fair proportion of educable children, from the fact that where the pay of teachers depends upon the size of the school, many teachers report more than they have, or a greater number of days, in order to make a better average. A clause in the law to force trustees to a discharge of duty would improve the schools. Trustees in this county seldom ever visit the schools, and about the only good they do is to approve the report of the teacher, and that is sent to them.

3d. Much better than under the old law.

4th. A marked improvement in qualification of teachers.

5th. By streams, roads, and section and township lines.

6th. Have not.

7th. It will.

8th. Cannot say. A majority of our districts have near a hundred children. We have 45 districts and over 4,000 educable children, yet hardly half of them attended school this year.

9th. I am. I occupy a jury room in the court house.

10th. Improvement in qualification of teachers.

11th. Effect good, though the pay of Superintendent of this and adjoining counties is too small to warrant a Superintendent in taking the time to accomplish much in the way of examination and classification of pupils. Three white Institute districts; Currie, Leatherman and Stuart managers. Two colored; B. F. Shannon and B. W. Jackson managers. Our best teachers are taking interest in the Institutes, but our sorry teachers take no interest and receive but little, if any, benefit

from them. Our best teachers also take interest in the examinations. Those who do not have to write, ask for a copy of questions after examinations and write up on them, and thus keep themselves posted.

12th. Too bad to talk about. We have 5 or 6 very good houses, and the remainder unworthy of notice as a school-room.

13th. Do not. Our people opposed to it.

14th. It was at the time, so far as numbers concerned, but the male and female were not separated, and the races were not separated, consequently it is almost impossible for me to make the required report, without taking the books and going over the whole work, and could not do it then, as the name only is given, and not the sex. I think it would be well to have the census of this county taken at the next assessment.

15th. Would not, but would approve a district to contain 9 square miles with 50 educable children.

16th. All leased except a few—means all squandered during war except about \$2,100.

17th. None. We will pay all our warrants and carry a balance of \$1,200 or \$1,500 over to the year of 1887-8, which will enable us to cash all 4th month warrants when issued.

18th. Sessions should be continuous.

HANCOCK COUNTY.

A. G. STEVENSON, SUPERINTENDENT.

1st. In answer to your circular of inquiry regarding the public schools of this county, I say it seems to meet the approval of our people very well.

2nd. I do not think that the law could be changed to make it more effective, except in regard to the opening of the schools; have them open at any time of the year that the patrons may see fit.

3rd. The people of this county to the best of my knowledge are in favor of the present system with the addition of the above little change.

4th. The improvement of teachers is very perceptible.

Our county school board defines each beat as a school district, as no school district under the new law shall contain less than twelve square miles. If they had established only schools where forty-five educable children could have been found that would have abolished two-thirds of the schools in our county, hence this part of the new law did not meet our approval.

6th. We have not yet prepared any maps, as this part of the business is not settled it is subject to go through some changes.

7th. No increase is necessary yet.

8th. Only five or six.

9th. I am amply supplied at present.

10th. It has a good effect from the fact that it has a tendency to make them more competent.

11th. It seems to help very much. But regarding the first the geographical situation of this county is such that some of the institutes have not been attended very well, but we are getting along with it very well. I think will do better in the future.

12th. Institute Managers—B. Courrege, Clement Bordages, Geo. M. Holcomb.

In regard to school-houses, etc., I could not answer very favorably as a great part of the county is so thinly settled that the houses are rough and ill-furnished, although Bay St. Louis and some other points are very well equipped.

13th. I do not for there is never an overplus.

15th. I would.

16th. Some few have not been sold, but the rest have been disposed of according to law.

17th. No school warrants are sold at a discount.

18th. I approve of continuous sessions.

GREENE COUNTY.

G. T. Y BRELAND, SUPERINTENDENT.

I submit to you the following narrative report as per topics furnished :

1st. I find it impracticable to equalize the benefits. Parents in some of the districts use no efforts to have schools, whilst in other districts they are very anxious. Also where there is a school some send their children irregular and some that are near the school do not send their children at all. And in the schools there are a lack of books; teachers cannot form their classes on account of the scarcity and diversity of books.

2nd. I suggest a law to allow the licensing of third grades that make 75 per cent. on four branches, as a four months school does not require more than four branches taught. The maximum salary of third grades should be \$25.00, and that of second grade \$35.00, and this county should be allowed districts with less than twenty pupils.

3rd. Many of the citizens of this county are not favorable to our system of public schools. I sometimes hear a wish that it was abolished. The majority are favorable to public schools I think.

4th. There are no citizens in this county that are professional teachers, and consequently I cannot report anything as to improvement of teachers.

5th. The school district boundaries were variously defined some by township, range and section lines, some by patrons' residences, and some by rivers and creeks.

6th. I have no maps showing the boundaries nor sections embraced in the district.

7th. School facilities cannot be given to all pupils of this county under our present system of districting, they are so badly scattered.

8th. Probably no school will need more than one teacher.

9th. I have no desk and no office that I have exclusive control of.

10th. The present system of examination is disapproved by the people generally, though some favor it. Your humble Superintendent does. It gives us qualified teachers.

11th. The holding of Institutes is nearly impossible in this county, teachers are so few and so far apart. Superintendents can do but very little good in visiting schools, though it is a good stimulant. I have only one Institute in the county and no institute managers.

12th. The school houses of my county are very inferior, in most cases too small and not well furnished with seats, etc. There are about twenty-eight in the county and seven or eight of them are frame or box houses and about twenty log houses, and only about seven or eight have blackboards in them.

13th. We have not enough money to run our schools in all districts four months, hence none to build houses; the board of supervisors levy only the minimum tax.

14th. I do not believe our present enumeration is correct, though I have not the pupils listed in all districts. Some districts have not yet had a school. Our sheriff says it is not correct; we have a larger number of polls and a larger number of registered voters than when the pupils were last assessed.

15th. Probably it would be best to allow trustees to open schools at any time, as some want to open in May and some in October. There is no need of a change of law to a smaller number of square miles to a school district in this county.

16th. The 16th sections are owned or claimed by individuals. They have some kind of titles, obtained by a purchase some 30 or 35 years ago.

17th. Teachers' warrants are kept at a cash basis; none are sold at a discount.

18th. I suppose section 6S with the proviso does very well as to winter schools; but patrons and trustees have the right to select a summer term and I do not see that they are compelled to begin the school the first of June, but if they do not they cannot get a four months term and the school close with the scholastic year.

HINDS COUNTY.

C. S. NORTH, SUPERINTENDENT.

The Superintendent of Education for Hinds county begs

leave to make this his narrative report for the scholastic year ending the 30th day of September, '1887.

1. The public schools of Hinds county have been greatly improved under the working of the existing law. An interest heretofore unknown is now taken by our whole people, which, of itself, is an earnest of great results in the future. The working of the system under the new law, in every respect show a marked improvement on the old.

2. A few judicious changes might be made, but I consider them very few. The license of teachers who make a general average of a fixed per cent. on second grade papers might be made to extend beyond one year. First-grade teachers making an average of less than ninety-five per cent. but not less than a fixed per cent. should I think be exempt from yearly examinations.

3. As above indicated, the system is growing in favor in the public mind. This results from better teachers, decreasing expenditures, and a more careful supervision of the schools as imposed by the law. Intelligence is at a premium and ignorance at a discount.

4. The improvement in the qualification and efficiency of the teachers is so great, that I find very little complaint among the patrons on account of efficiency of teachers. All are not first-grade, neither are all second-grade, thus introducing "Heaven's first law," order, into the system. As the pay is regulated not by the number of pupils who happen to be attending, but by the qualifications of the teacher, there is an incentive for thorough preparation and qualification. This is already seen and felt in every part of our county.

5. Our county school board were limited as to number in the establishment of schools by a special law. There are fewer schools perhaps than are needed, but no dissatisfaction has arisen. Until this special law ceases to operate, which will be next year, boundaries will not be permanently fixed.

6. No maps have yet been prepared for the above reason.

7. (Answered in No. 5.)

8. Last year sixteen of our schools had two teachers, and I think perhaps there are as many as thirty which need assistants.

9. I am furnished an office and desk in which to file and preserve papers.

10. The good effects of the present system of examinations can scarcely be estimated. It eliminates gross incompetency from the corps of teachers, brightens those who are competent, excites a spirit of commendable rivalry, and operates to apportion the public fund upon ad valorem basis.

11. We did not have institutes last year. The entire time of your Superintendent was devoted to efforts in systematizing the schools and in seeing that efficient work was done in the school room. This, to his great regret, prevented him from

holding institutes. For the session of 1887-'8, however, he feels that he will be able to make a good report.

As to the effects of visitations by the Superintendent, I can scarcely find sufficient language for favorable comment. It is the *sine qua non* for faithful, efficient and thorough work in the school room. Knowing that the eye of the Superintendent will be on their work, every teacher is stimulated to do the best in his power. The prime object of the whole system is accomplished, viz: the most rapid advancement possible of the children, with the means at hand.

12. Our school houses are not as good as they should be. Of the number which we have, one hundred, about half are frame and the other half log buildings. All have desk and blackboards with the exception of about ten. I have called the attention of the trustees and patrons to this, and have no doubt the matter will be attended to. There is a marked absence of maps and globes.

13. It is difficult to determine the advisability of appropriating any or all of the surplus current funds to the building of school houses. If the power should be granted it should be clothed with many restrictions.

14. The enumeration of children in my opinion is approximately correct. I cannot compare it with that made by teachers, as not enough of them reported on this point to make an estimate.

15. Trustees should not by any means be allowed to open the schools at any time during the year. Irregularity would take the place of system, and incalculable injury would be done. Teachers could never know when it would be the will of each particular set of trustees to open the schools, and many good ones would probably fail to apply for examination on account of such uncertainty. The County Superintendent before starting to visit the schools would have to write to every neighborhood to know whether any school was there or not! When inquired of by any person as to when his schools would open, he would be forced to say that he (although the nominal head in his county) did not know and could not tell!

16. The condition of our Sixteenth sections is not satisfactory, although I cannot particularize for want of close examination. No matters of dissatisfaction have been specially brought to my attention, but I think there are many irregularities that may be found to need correction.

17. No school warrants are sold at a discount. We run our schools on a strictly cash basis and have a surplus in the treasury.

18. The sessions should be continuous. The reason is so patent that it is useless to name it. In my opinion, the benefit to the pupils in a four months continuous session is as great as in six months divided into sessions of three months each. That is to say, the funds for two months for each year would be

uselessly expended. In this connection it ought to be well to state that a session to begin in November and end in the spring, taught continuously, is in my judgment the best. It interferes less with the work of children, if children must work, and avoids the intense heat of summer.

In conclusion I desire to say that the present system properly administered merits the support of all who feel any interest in the education of the young, as shown by the test of only one year.

Objections, such as did exist to an untried law, have been removed as far as I have knowledge, and our people, as one man, are its staunch supporters. And why? They see efficient and intelligent teachers in the school room; they see them active in the discharge of their duties and diligent in their efforts at self-improvement; they see intelligence brought to the front rank, and ignorance relegated to the rear. All this and more, for they not only see a better corps of teachers, but they see that they are better paid, and this too in the face of the fact that their schools were run for four months under the new system for four thousand seven hundred and fifty-seven dollars, (\$4,757) less than the corresponding four months of the preceding term under the old system, and that after paying many thousands of dollars of the old debt arising under the old system, and paying all the expenses of the current year, (the teachers receiving cash) there still remains in the hands of the treasurer the sum of three thousand eight hundred and ninety-five (\$3,895) available school fund.

In short, with the above showing, I am embarrassed with richness of argument in favor of the present system.

The above would take this opportunity to thank you for your uniform courtesy, both officially and personally extended to me throughout, in all his varied and arduous labors, and to say that in your administration, the people of the State of Mississippi will find the touchstone that will infuse vitality and vigor into a system which hitherto has been as lifeless and cold as stone.

HARRISON COUNTY.

D. C. LANCASTER, SUPERINTENDENT.

The public school system has given satisfaction, and the sentiment of this county is strongly in favor of public schools. The teachers are an improvement. We have a much better qualified corps than heretofore. The County School Board have used natural boundaries where practicable. Maps of two districts have been prepared. It will be necessary to increase the number of school districts to give school facilities to all.

Five (5) country schools will require more than one teacher. I am furnished a desk in the clerk's office.

The present system of examinations has the effect of giving us more efficient teachers.

The Institutes have had a good effect, and visitations by Superintendent have been beneficial to both schools and Superintendent.

Two Institute districts; managers J. C. Patrick and J. B. Snyder, white, and J. H. Dale, W. P. Locker and J. W. Randolph colored.

Our school houses are poor affairs and very badly furnished. I think it advisable to empower the Supervisors and County School Board to appropriate to building school houses all school tax above what is required to support the schools for four months.

I approve a change in the law allowing trustees to open schools at any time during the year, also of making nine square miles the requirement for a district, provided it contained fifty educable children.

No school warrants are sold at a discount.

I think continuous sessions best.

The law in regard to pay of County Superintendents is very defective. They should be paid \$50 per month, and not allowed to teach school. A first grade teacher's license should be good for five years. A second grade two years, and a third grade one year.

HOLMES COUNTY.

W. J. HUMPHREY, SUPERINTENDENT.

NOTE—Enclosed herewith I send my annual reports for the years 1886-7. By comparing with the work of 1886 I find that the schools for this year have cost \$1,047,13 less than year of 1886, and that the pay of white teachers has increased \$720.05.

I respectfully submit the following as my report in answer to interrogatories contained in your recent circular.

1. The workings of the public school system have, in the main, been successful. Teachers have been stimulated to a better preparation. The expenditures have been less. For the first term it was difficult to supply needed assistants. Attendance was good and regular in winter term, very irregular in summer term.

2. (a.) Salary of County Superintendent should be more definitely fixed, say \$100 for every thousand of educable children in his county, provided it shall not exceed \$1,200. Institutes should be held on Friday and teachers paid as in school.

(b.) Examinations should contain a greater number of questions, and the time to complete the examinations should be in-

creased to two days, the questions for each day sealed in separate packages. There should be either but two examinations, or there should be four, so that the different races would have equal opportunities without being examined together.

The examinations should be conducted by a Board of Examiners, with County Superintendent at its head, and this Board should be paid.

(c.) Provision should be made for permanent certificates, and the salary of teachers holding permanent certificates should be greater than is now allowed 1st grade, dependent, however, upon number of pupils in attendance, &c. These certificates should be issued by the Board of Education, and a register of the same kept in the office of the State Superintendent, and should be good in any county in the State.

(d.) When a teacher has been examined in one county and has received a certificate below State or permanent license, and is employed by the local trustees in a different county, he may require the County Superintendent to transfer his examination papers to the office of the Superintendent of the county in which the applicant proposes to teach, and, if approved, may receive license to teach, as if examined in such county.

3. Public sentiment, I believe, in my county, is averse to the present system, especially to the system of examination and the mode of fixing the time of opening the public schools. A great many believe one examination of the same teacher is sufficient, and that a first-grade license should be permanent as far as examination is concerned. Many claim that a community can better determine for itself the most suitable time for opening its school.

4. The majority of my teachers, I believe, have improved in qualifications; some greatly, some but little, while a few seem to have made no advancement.

5. The school districts were laid off very indefinitely. We have no reliable county map, and could not prevail upon the board of supervisors to supply one for this office. Hence we could do nothing in this direction with any degree of accuracy. The school board endeavored to locate the districts by naming farms and plantations to comprise such districts. This was very troublesome and inaccurate. There should be a provision in the law requiring boards of supervisors to furnish maps for this purpose.

6. I have not prepared maps of districts for reasons stated in 5.

7. It is not necessary to increase the number of school districts in my county. I believe the number would be diminished if we could lay them off as provided by law. We have a few instances of families in the swamp deprived of public school facilities because we could not locate schools near them with the requisite number of children.

8. Ten white and thirty-five colored schools will require more than one teacher.

9. I am furnished an office and desk.

10. The effects of the present system of examination have been as follows : The teachers stimulated to a better preparation for the work ; the deficit, to a considerable degree, cast out ; the proficient more active and producing better results. Some who have been regarded as thoroughly competent and successful teachers have abandoned the profession, rather than submit to continuous examinations.

11. The Institutes have already made a good impression upon those who have attended. Teachers have been mutually instructed in some essential elements, which seem to have been lost sight of for a long time. If continued, the Institutes will prove to be a source of great good. The visitation by County Superintendent is productive of good. Some changes in work have been suggested and carried out. The teacher not knowing when the Superintendent will be at the school, is constantly on the alert, informs the children of the expected visit, and both teacher and pupils are stimulated to show best results. We have two white and three colored Institute districts. Managers, W. L. Young and R. W. Mecklin, white ; F. C. Granberry, R. A. Simmons, R. W. Jackson, colored.

12. The general condition of our school-houses is good. Fifteen log, two brick, and the rest frame. Many of the latter are churches. Nearly all are furnished with blackboards ; twelve with desks.

13. When the school fund is greater than the expenditure for four months, I would advise that a portion, at least, of the excess be appropriated in assisting communities to build school-houses to the amount of \$75.00 or \$100.00, provided the title to the property is transferred to the Board of Supervisors and their successors.

14. I believe the enumeration as rendered in my annual report is correct. It is greater than that made by the teachers. While our district lines are so indefinite, the teachers can not make accurate enumerations.

15. I would approve a law allowing trustees to open schools at any time, provided the schools continue four successive months. By making nine square miles a school district, the number of schools would be so much increased that salaries of teachers would be necessarily diminished, or the school tax increased.

16. See exhibits furnished by County Treasurer.

17. A little less than one and a half months' warrants sold at a discount.

18. Continuous sessions are to be preferred before any other.

ISSAQUENA COUNTY.

JAS. R. YERGER, JR., SUPERINTENDENT.

1. Working of the Public School system in your county.

2. Changes, if any, required in the school law to render it more effective in its operation.

3. Public sentiment of your county concerning the system of Public Schools.

4. Improvement, if any, in the qualifications and efficiency of your teachers.

5. How did your County School Board define the boundaries of School Districts?

6. Have you prepared maps showing the sections embraced in such districts?

7. Will it be necessary to increase the number of your School Districts to give school facilities to all?

8. How many of your country schools will require more than one teacher?

9. Are you furnished an office and desk in which to file and preserve the papers of your office?

10. Effect of the present system of examinations.

11. Effect of Institutes and visitation by Superintendent. How many Institute districts have you? names of managers, etc.

12. Condition of school houses—number of frame buildings; number of log houses; number provided with desks, blackboards, etc.

13. Do you think it advisable to empower the Supervisors and County School Board to appropriate to building school houses a portion, or all, of your school tax above what is required to support the schools for four months?

14. In your opinion, is your enumeration—the basis of the State distribution—correct? How does it compare with that made by teachers?

15. Would you approve a change in the law allowing trustees to open schools at any time during the year? Also, making nine square miles the requirement for a district, provided it contained fifty educable children?

16. Condition of your 16th sections.

17. How many months' school warrants must be sold at a discount in your county?

18. Your opinion of continuous sessions.

(1.) Any new system needs time to effect its purpose. I think the next term can be managed with ease under the recent law.

(2.) Abolish the "two terms" and leave the opening of the schools (as to the time) with the Superintendent. Place the school sections in absolute control of the Superintendent, to lease either at public or private sale as he may see fit. My experience is that the Boards of Supervisors neglect school matters. Amend law so as to permit the indorsment of certificates, and to permit a call of School Board at any time.

(3.) In favor of it, with above modifications.

(4.) Great improvement. Due to the Institutes and rigidity of examinations.

(5.) Did nothing about them at all.

- (6.) No.
- (7.) No.
- (8.) About fifteen.
- (9.) Yes.
- (10.) Good.
- (11.) (1) Good. (2) One district. (3) Manages them in person.
- (12.) There are only two school houses belonging to the county. They are frame buildings in tolerable repair.
- (13.) Not at the present time; our school fund is just now in a healthy condition, warrants at par, and I am afraid to risk this at present.
- (14.) Have no means at hand to determine.
- (15.) No. Leave it the Superintendent.
- (16.) Bad. They are not properly managed.
- (17.) None. Warrants dollar for dollar.
- (18.) Permit Superintendents to use their discretion in this matter.

I have given you most of the information asked for. Some it is impossible for me to get at present. The schools of my county are in good condition. The teachers improving. Since I have been Superintendent I have run the schools five months, one month longer than they have been run heretofore, and have saved the county \$4,356.

ITAWAMBA COUNTY.

GEO. W. BENNETT, SUPERINTENDENT.

I give the following in answer to your questions:

1st. The present system of public schools is working as well as could be expected.

2d. The area of the school districts should be made smaller. Not allowing any district to contain less than 12 square miles, debars about 200 children from school facilities in this county. We have several streams in our county that are practically impassable during the winter months.

3d. The present system of public schools is very unpopular in this county.

4th. There has been quite an improvement in the qualifications and efficiency of the teachers during the past year. I have the best corps of teachers that have ever been in the county.

5th. By the section lines.

6th. I have one map, showing the sections embraced in each school district.

7th. It will.

8th. 20.

9th. I am.

10th. It is causing the teachers to improve themselves.

11th. I think that the Institutes have been beneficial to the most of the teachers. I also think in many instances that the visit of the Superintendent proves to be beneficial. I have three districts for the white teachers and one for the colored.

NAMES OF MANAGERS.

POSTOFFICE.

JOHN GOFF	Fulton.
A. B. NEWTON	Cardsville.
W. A. NABERS	Pleasant Hill.

12th. The most of our school-houses are in a deplorable condition. Twenty of the school-houses are frame buildings, and thirty-four are log buildings. Five of the school-houses are provided with desks; twenty-five with good black-boards, and none with maps, globes or charts.

13th. I do not think it would be advisable, for there would not be enough of it to do any good.

14th. I think it is about correct. They are about the same.

15th. I would not approve a law allowing the trustees to open schools at any time, but would approve one making nine square miles the requirement for a district, provided it contained fifty educable children.

16th. All of my 16th sections have been sold.

17th. The fourth month of the winter term, and the third and fourth months of the summer term.

18th. I think it is the best feature in the present law. My experience has been that a four months' continuous session is worth more than six months in two months' sessions.

JACKSON COUNTY.

H. L. HOWZE, SUPERINTENDENT.

I had forwarded my Annual Report before receiving your circular letter. I have reported the total amount paid teachers and Superintendent. The treasurer will report the contingent expenditure. In answer to questions in your circular letter:

1st. It is satisfactory.

2nd. I think the State Board of Education should adopt one series of school books to be used in all the counties in the State. This would insure more uniformity and obviate the necessity of persons moving from one county to another, of having to change the books. There should be two classes of 1st grade teachers, with corresponding salary, between the 1st class of 1st grade and 2nd grade teachers, examinations extended for two years, and County Superintendent authorized to extend license of 2nd class of 1st grade, and 2nd and 3rd grade for one year, and 1st class of 1st grade to two years, if in his judgment their capacity, executive ability, &c., would justify.

Institutes should be held at the close of the term for a given number of days, the time and place to be appointed by the Superintendent, and every teacher in the county required to attend, the expense of such Institutes to be paid out of the school fund of the county.

No. 3. Public schools have grown in favor with the people, and except in towns, have quite absorbed private schools.

No. 4. There has been a marked improvement.

No. 5. School-houses have been built in the center of the various neighborhoods, so as to give the greatest school advantages to the largest number of pupils. These school-houses have been built at considerable expense and labor to the patrons, who are generally poor. To have laid off districts by township line, would have required the building of many school-houses, which the patrons were neither able nor willing to do. Districts were therefore arranged by the School Board to suit the school-houses as they were, requiring the pupils to attend the nearest school. This was the most practical arrangement we could make.

No. 6. I have not.

No. 7. It will not.

No. 8. 7.

No. 9. I am not. I have furnished them without expense to the county.

No. 10. It has resulted in more efficient and capable teachers.

No. 11. So far, Institutes have resulted in but little good. Owing to the distance between schools, many of the teachers being ladies, the difficulty of procuring conveyance, the attendance has been small. Visiting the schools has resulted in much needed information to the Superintendent, and encouragement and assistance to the teachers. Three Institute districts for whites, one for colored. White—D. D. Cowan, J. E. Sutton, T. T. Howze. Colored—B. E. Bardwell.

No. 12. Not very good; quite a number are taught in church buildings, which, of course, are not furnished for school purposes, but are comfortable for winter or summer; 17 frame buildings, 18 log houses; some of these are inferior houses; 10 are provided with black-boards and desks; none have maps or globes.

No. 13. I do not. The amount would be insufficient, and the patrons would make no effort to furnish houses.

No. 14. It is not correct, nor is the enumeration made by the teachers correct, for the reason that many of the teachers are not acquainted in the school district, and could get but little assistance from the trustees.

No. 15. I would not. See No. 5.

No. 17. Teachers' warrants are paid promptly as they are issued, in cash.

No. 18. I believe there should be but one term, to com-

mence the 1st of February. The attendance of the summer schools was much smaller than that of the winter schools, owing to the excessive heat of the summer.

I have given briefly, answers to your questions.

JASPER COUNTY.

A. N. W. SMITH, SUPERINTENDENT.

1st. The workings of the Public School system are good, so far as the means will permit.

2d. Compulsory attendance is absolutely necessary before efficiency can become general.

3d. The Public Schools are considered by the masses as one of their inalienable rights

4th. A decided change for the better.

5th. As the school districts were already well arranged, the Board made but few changes, and did not establish definitely their boundaries.

6th. Therefore no maps could be made.

7th. We should have 6 more districts.

8th. About 15.

9th. Yes.

10th. One of the best features of the present system. It is driving the indifferent teachers from the profession, and causing zealous effort of those in the lower grades to rise higher.

11th. (a) Institutes awaken latent energies, develop research and stimulate to higher and better attainments. (b) Visitations by Superintendents are productive of much good to the schools. (c) 2 districts for whites, 1 for the blacks.

12th. About $\frac{1}{3}$ of the houses are moderately comfortable; another $\frac{1}{3}$ indifferent, while the remaining $\frac{1}{3}$ are quite primitive. Nearly $\frac{1}{2}$ are frame buildings, 4 are provided with desks, about $\frac{3}{4}$ have some kind of black-boards.

13th. 4 months consume all of our funds.

14th. It is not. Not having definite boundaries to the districts, we have no perfect enumeration.

15th. (a) By no means. (b) Not advisable in this section.

16th. All lost to school fund except 1.

17th. None.

18th. The sessions should, without doubt, be continuous.

Nov. 12, 1887.

JEFFERSON COUNTY.

J. S. HICKS, SUPERINTENDENT.

I will answer the questions submitted to me by corresponding numbers:

1. The system works very well.

2. A change of term, allowing the schools to be opened at any time, from 1st of January, so as to complete the term before the end of the year. A change to make certificates valid for a longer time than one year.

3. Public sentiment approves the system of public schools.

4. Much improvement in the qualification and efficiency of teachers; poor teachers having abandoned the profession or accepted assistant positions.

5. Our County School Board established a district around each principal school, uniting schools wherever necessary.

6. No.

7. No.

8. About 6.

9. Yes.

10. I like the present system of examination, with this exception: as it must be in writing, the examination is too long to be completed well in one day. The system has a good effect.

11. Institutes have done little good; visitation of Superintendent does well. I have two Institute districts; will have three this year. C. F. Edwards, Rodney, Miss., and myself, for white Institutes; M. Howard, Fayette, Miss., A. D. Snodgrass, Rodney, Miss., colored managers.

12. School houses generally are in a bad condition. About thirty (30) frame buildings, the balance log houses, all provided with desks of some kind; very few with improved desks, say three or four.

13. We have not sufficient tax to pay four (4) months, and for reasons see next answer.

14. I know the enumeration for State distribution to be grossly incorrect; so much so as to deprive us of about \$1,200 each year. This accounts for the one month's shortage in our school funds, as we have lost it for two years. Having been nominated for the next Legislature, if elected, I will endeavor to frame and have passed, a bill for our relief in this behalf.

15. No one. Yes, I would approve such a law. I would not approve making nine (9) square miles a district.

16. They are in a poor condition and likely to stay so in the county, as our Board of Supervisors has refused to grant me any assistance in hunting them up.

17. One.

18. I do not approve of the present system of school sessions.

KEMPER COUNTY.

A. G. VINSON, SUPERINTENDENT.

DEAR SIR:—I have tried to be as accurate in making my re-

port as the data in my possession would permit. Some of my teachers, particularly the colored ones, are very ignorant and careless.

My financial report is correct.

Our Court House was destroyed by fire in 1881, and our U. S. Census records of 1880 were destroyed. I have tried to get the number of educable children from the Assessor's books of 1884, but I found them in a crude condition and hard to comprehend. As near as I can come at the total there are 6,200.

My teachers' census would not do to rely on. I could not get my colored teachers to understand how to do it, and some of the white ones were equally as obtuse, hence my data is very defective.

1st. It is decidedly an improvement over the old.

2nd. Give us a uniform series of text-books, and make it obligatory on the teachers to use them.

3rd. There is more confidence in the capacity of the teachers; generally the people like the system. Of course there are some croakers.

4th. Teachers of Kemper county have studied more in the past 12 months than they have before in 5 years, and of course they are better prepared to do good work.

5th. They located the schools around the old school houses, and, in a great measure, allowed the patrons to send to the schools they had been patronizing.

6th. Owing to the loose way of locating the schools I found it next to impossible to map the districts. It will take time to get everything in good shape. It was a radical change "all along the line," and like all such changes it required time to get everything to running smooth in the new grooves. The people must be educated in their new duties.

7th. No, emphatically no.

8th. 5 white. 10 colored.

9th. Yes.

10th. It has caused the teachers to prepare themselves for their duties in the school room.

11th. Most of the teachers took a lively interest in the work. All expressed themselves as being pleased and benefited. All the teachers, without a single exception, were glad for the Superintendent to visit them. I can say for the teachers of my county that they are earnest workers, and they were glad to be interviewed by any one that was a judge of school room work. I had three districts last winter. Managed two of them myself. Rev. C. E. Brame managed the other one. During the summer time I held two on 4th Saturday of each month, at DeKalb. One white, and one colored. Rev. C. E. Brame managed the white; M. M. Warren the colored.

12th. Quite a number of my schools are taught in churches, especially the colored, and some white. There are quite a number of comfortable school houses in the county, good desks,

seats, etc., though I must confess, some are sadly deficient and right there, a live County Superintendent by visiting such schools and talking to patrons in reference to their duties, can get in some good work. Most of them are furnished with blackboards. I tried to impress the teachers with the idea that it was impossible to get along without them.

13th. Not yet in my county.

14th. There I am at sea—my data is very meagre. I could not get my teachers educated up to the importance of getting up a complete list of the children in their several districts, and in a great many instances they would have had to make it from information, not personal knowledge.

15th. I would not. No.

16th. All the valuable lands have been sold, and the money squandered during the Radical regime.

17th. 3rd and 4th months of the summer term, 4th month of winter term. That was last scholastic year. I will be in better shape this year.

17th. I hope the levy has been sufficient to cash the warrants when they fall due.

18th. Let the law stand as it is; two months is too short a time for a school to accomplish anything. The teacher first gets his school well organized and in a position to begin to show results when he has to stop, and it operates against the teacher financially. So much so that he can't become interested in his work. It will drive professional teachers from any locality.

LAFAYETTE COUNTY.

PHIL. A. RUSH, SUPERINTENDENT.

In response to your request I submit the following as my narrative report for the years 1886-7; the numbers corresponding to the inquiries contained in your circular letter.

1. The workings of the schools in this county have been much more satisfactory this year than ever before.

2. I concur with Mr. Carter, of Pontotoc, Miss., in his suggestions as to changes in the school law; the suggestions made by him before the North Mississippi Teachers' Association.

3. The sentiment in this county is mostly in favor of the public school system. The dissenters being mainly among the uneducated.

4. The improvements in the efficiency and qualification of our teachers have been very marked and satisfactory.

5. Mostly by the streams, topographical features of the country; sometimes by section lines.

6. I have prepared such maps.

7. I think no further increase is desired.

8. Probably about thirty.

9. I am furnished an office, desk, etc.

10. The present system of examination has the effect to make professional teachers, and to make all better and more thorough and competent. There ought to be two days for such examination.

11. I regard the visitation feature as indispensable, for reasons which are too well known to be reiterated here. We have the districts required by law.

12. The houses are mostly all log, provided with black-boards; most all have benches, rarely any desks.

13. I believe it would.

14. It is not practicable to get a correct enumeration of children by teachers. The State is better.

15. I believe, after due consideration, trial and experience, that it would be better to divide the term except when the seasons have been especially favorable. (like the present), especially when the term is longer than four months. I think the word "impossible" should be substituted by "impracticable" in the districting section of the law and that it be left that way.

17. One month.

18. I have answered this in "15."

LAUDERDALE COUNTY.

M. H. WHITAKER, SUPERINTENDENT.

In reply to circular letter without date, I would say that I forwarded to you my annual report for the scholastic year some ten (10) days or more ago; but will proceed to answer your several inquiries the best I can.

1. The "workings of the public school system" in this county has been more favorable than under the old law. I think the majority of the people like that feature of the old law which permitted schools to be opened at any time during the scholastic year better than requiring them to open at stated times; but if that was done, and the Superintendent required to visit the schools their salaries would have to be increased as they would be engaged all the time visiting schools.

2. We ought to have longer terms of schools—six months at least.

There should be a change in the remuneration of the members of the school board. It is a difficult matter to secure the services of good men on the board simply to be exempt from road and jury duty; besides, it is generally the case that the best men who can be had for that position are those who are

exempt from road and jury duty by reason of age, or they are men who have their hands full of business at home and cannot afford to leave it without remuneration.

That part of section 12 of the school law which requires the Superintendent to report to the board of supervisors, on the first Monday of July, annually, the number of schools located, should be changed to the first Monday of September, or the time of location changed.

I do not think section 35 amounts to anything and should be repealed. School districts are laid off, and marked by imaginary lines, and the teachers do not know who to enumerate in his or her district—oftentimes two or three teachers enumerating the same children, and the result is nothing but confusion, and the enumerations thus made are wholly unreliable.

3. Public sentiment on system of public schools is favorable, and desire it strengthened and built to as high a measure of usefulness as the financial condition of the people will admit.

4. There has been great improvement in the efficiency of teachers in my county, though the per cent. of those who were examined for first grade in September, 1887, and obtained it, was very small, much smaller than heretofore.

5. By imaginary lines—no other way to define them without incurring considerable expense, as it cannot be done by sections, and at the same time accommodate the greatest number of children.

6. Each member of the school board representing the different supervisors districts, has a map.

7. We ought to have an increase in school districts, but cannot do so with the means at our command.

8. Twelve or fifteen.

9. I furnish those things myself without expense to the county.

10. My impression is that it has had the effect of causing the teachers to apply themselves more closely to their books. Yet, as will be seen by answer No. 4, a smaller per cent of teachers received first grade-certificates at the last examination than heretofore, still, I think, they are improving in efficiency.

11. Good effect. Only one Institute district. All the Institutes are held in the city of Meridian. If I were to form districts outside of Meridian so as to include ten (10) teachers of each race in that district, as the law requires, a majority of those embraced in that district could reach Meridian more conveniently than any other point, therefore, after consulting the teachers and finding they preferred to come to Meridian. (I consulted you also on one occasion when you were in our city), I made one district of the county, both for white and colored, and held all the Institutes in this city.

Names of managers :

1st Institute—Prof. H. J. Fry.

2d “ —J. B. Tisdale.

3d Institute—R. B. Keasler,

4th “ —Mrs. F. J. Mosby,

5th—Summer term, was an informal meeting of teachers as the Institute outlines did not reach me in time.

6th, 7th, and 8th—Prof. C. D. Thompson, Manager.

Colored Managers:

1st Institute—P. D. Jones.

2d “ —P. D. Jones.

3d “ —E. H. Triplett.

4th, 5th, 6th, 7th and 8th—P. D. Jones.

12. Some few are good, about one third, say 31, are frame buildings, but some of these are churches; about three-fourths, say 70, are provided with some kind of desks—most of them very inferior. The people are taking more interest in houses and desks than formally, and are gradually building good houses. About 60 are provided with black-boards.

13. I do not. 1. Because there never would be, in any one year, sufficient money above what is required to support the schools for four months, to build school houses in every neighborhood where needed, and that would create great dissatisfaction, for every neighborhood would insist that the house ought to be built in this or that place *first*, &c., and it would be impossible for the Board of Supervisors, or the School Board, to determine each case upon its merits without a personal inspection of each neighborhood.

2. Because I think the people would prefer the surplus money, if any, be used and appropriated in extending the school term

14. I presume the State distribution is correct as based on the assessor's enumeration. But the enumeration is far less than the number of children in the county, as shown by the rolls, hence, it follows that this county does not receive as much of the State funds as she ought. I have not compared the teachers' enumeration with the assessor's, because the teachers' are so full of errors they could not be relied upon at all. The teachers' enumeration would be a proper thing to be done if the school districts were defined otherwise than by imaginary lines; but if they are lines to be defined, just as well, in my opinion, repeal the provision for teacher's enumeration.

15. Yes; but if Superintendent should be required to visit the schools, he would be going all the time, and additional expense necessarily incurred. There is no question but that more children could attend school if trustees were allowed to open schools at any time, and it would be better, but for imposing additional duties, or *time*, on the Superintendent, and thereby increasing the expenses.

16. Some of the lands lying out—some being used, and some sold to parties before the war, and I presume never paid for.

17. None—we *pay the cash*.

18. It is the only way to make a success of the public school system, in my opinion.

LAWRENCE COUNTY.

W. F. MCINNIS, SUPERINTENDENT.

The public school system of this (Lawrence) county is in better condition than it has been my pleasure to report at any time heretofore, and I can recommend very few changes in the law to make it more effective. I would suggest that local trustees be required to have and keep school houses in good repair, and for this purpose they be empowered to summon all the able-bodied men of the district for a specified number of days, after the manner of working on public roads, and acting as overseers themselves, to require these men to perform such works on the houses as is necessary for building or repairs. This plan seems very feasible in all country schools where log houses are for the most part used, and where comfort is so often neglected.

With perhaps some exceptions, public sentiment seems satisfied with the public school system.

My teachers show marked improvement in both qualification and efficiency.

The School Board laid off school districts by section lines. I have not prepared maps of districts, because the Board proposes to make continued changes till they think the county is properly and equitably districted, and a few additional districts may be found necessary.

As at present laid off, eleven of my schools will require two teachers.

I have not been furnished an office and furniture, but have to supply them myself.

The present system of examinations causes teachers to make better preparation for their work, and the Institutes are of great benefit to my teachers. Visiting schools by the Superintendent is a good feature, but he should be required to give at least one day to each school, and that in the capacity of teacher. I have three white Institutes and one colored; managers, the Superintendent, C. B. G. Ross and D. P. McInnis, for the white, and R. O. Byrne, for the colored.

School houses are in a very poor condition. Most of the colored schools, and some of the white, are taught in the neighborhood churches, which practice is a continual source of trouble and confusion. Of the 52 houses, 18 are frame buildings—some in bad condition, 23 log cabins, and 11 large, open and badly arranged churches. Only 21 are provided with blackboards, and 14 with desks. Many are without water buckets,

and one is 500 yards from water. Yet I would not advise that the Supervisors or School Board be empowered to make appropriations out of any portion of the school fund for building school houses.

I am satisfied the enumeration on which is based the State distribution is incorrect, as it is 235 less than number reported to me.

I think a law permitting trustees to open at any time of the year would meet the approbation of every one, but I doubt the necessity of reducing size of districts, except in cases where there is a very large settlement in each of two extreme parts of a district.

A large portion of 16th section funds has been totally lost, and the paid up interest for the past year on valid securities amounted to about \$145.

Our third and fourth month's warrants are sold at a discount from 2 to 6 months, and are eagerly sought after by brokers, at a small discount.

I favor continuous sessions, and winter schools. A vacation in a 4 month's school can but do harm, and in my opinion should never be allowed.

LEAKE COUNTY.

D. E. SULLIVAN, SUPERINTENDENT.

1. I think there has been an improvement in the public school system under the "new law."

2. No change necessary. It only needs to be enforced.

3. The public sentiment is favorable to a system of public schools. There is a difference of opinion in regard to the school law. I believe, however, that the leading teachers and representative men of the county are warm advocates of it.

4. There is certainly a great improvement. Many teachers have found it necessary to make themselves more efficient or quit the profession, while a few others seem to think it better to get a license by procuring assistance than by preparing themselves to stand on their own merits. I have been troubled by the latter class

5. Laid them off in squares.

6. I have.

7. I think not.

8. About fifteen.

9. I am.

10. The effect is very good. No other system could take its place if County Superintendents will do their duty.

11. The Institutes are a great benefit to teacher. Visitation of schools is also beneficial. It makes the Superintendent more familiar with the management of the schools, and no doubt

secures better work from teacher and pupils. I have three Institute districts. Prof. W. W. Graham, of Walnut Grove, is manager of one. I take charge of the others.

12. School houses are in bad condition. Not many are suitable for a winter term. About forty-five are frame—twenty-four log houses. Very few have desks and blackboards.

13. I do not. Very little effort on the part of patrons would secure good houses.

14. I think it is. The enumeration made by teachers is not very accurate.

15. I would not approve such change.

16. Some have been sold, some not sold.

17. Three months sold at discount.

18. I think they are better than divided session.

LEE COUNTY.

W. E. PEGUES, SUPERINTENDENT.

There was considerable dissatisfaction in changing from the old system to the new, but that is rapidly passing away. The present law grows in popularity, as its workings are seen. Patrons and teachers are coming to understand it better, and it is now working smoothly.

While I admit that changes might be beneficially made, I fear to see any alterations. The only change I have to suggest is the size of the districts. In many localities 9 square miles should constitute a school district. With this exception let us try the law, as it is, another two years.

The present system has already given us better teachers. This is due to the rigid annual examinations and to the Institutes. The boundaries of school districts are section lines and creeks.

I have not prepared maps of the districts. As now districted ample school facilities are afforded. One-half our schools require more than one teacher. I am furnished with an office and desk as the law requires. Visiting schools by Superintendent has had a good effect and will be more beneficial.

I have three Institute districts for the white, and two for the colored teachers, managed by J. R. Edmonds, W. R. Brooks, S. W. Smith and W. R. Wiley. About one-third of the school buildings do very well, and the rest are uncomfortable. Houses are mostly frame building, but open. Few well furnished. I would not advise the school fund to be appropriated to building houses, but to lengthening the term. Let us have permanency in districts, and the houses will be built. Judging from the census taken by the teachers, the basis of the State distribution is too small.

I regard continuous session the best feature in the law, and

know that for the farming classes November, December, January and February are the months when most of the children can attend. It is sincerely to be hoped no change will be made in these clauses.

The money received during the last scholastic year was sufficient to pay for all schools, but some of it was paid on the outstanding warrants.

LEFLORE COUNTY.

A. F. GARDNER, SUPERINTENDENT.

In reply to your circular letter, I have to say that the workings of the public school system in this county have been very satisfactory during the past scholastic year.

I see no demand for any immediate change in the present school law, except in the times for holding examinations.

It occurs to me that it would be much better if Superintendents were given exclusive control of examinations, as under the present law it is impossible in this county for me to get a sufficient number of teachers to take charge of the schools, from the number who attend the public examinations. The result has been that, in order to supply the demand for teachers, I have been forced to give private examinations, in violation of the law, which could not be avoided, in order to run the schools.

Public sentiment in this county in regard to the new law, is very favorable. It is commended very highly, especially those features which require the Superintendents to visit the schools, and the holding of Institutes, and the manner of paying teachers.

Our teachers have improved considerably, so much so that nearly all of the old teachers have received certificates one grade higher than those they held before.

There are about fourteen schools in this county that will require more than one teacher to conduct them.

Yes, my office is provided with sufficient furniture to preserve the records of my office.

The effect of the present system of examinations has been good, on the limited number who have applied for examination.

The effect of the Institutes has been decidedly beneficial. I have noted the result with great pleasure, in the interest taken in them by teachers, and the consequent improvement of the teachers. My visits to their schools have also had a good effect, especially with those who were interested in their work.

Our school-houses are in a very good condition, with a very few exceptions; have 24 frame buildings and 16 log houses used for school purposes, of which numbers only 14 are provided with desks and black-boards.

Yes, I think it very advisable for the Board of Supervisors and School Board to appropriate any surplus in the treasury to building and repairing school houses.

I think it would be better to open all the schools at the same time, as children from one district would be prevented from going to a school in another district; at least it would be much better in this county, as the negroes largely predominate.

Our 16th sections are in a fine condition, with two or three exceptions, as you will notice from my annual report.

Our school warrants are all cashed when presented, with a large surplus in the treasury.

I think it very advisable that the sessions of the public schools should be continuous.

LINCOLN COUNTY.

JAS. M. GRAFTON, SUPERINTENDENT.

1. The public school system is working well in our county.

2. I know of nothing now to render it more efficient.

3.- Public sentiment, as well as I can gather, is favorable to the system.

4. We have improvement generally, in qualifications and efficiency of teachers of this county; in some cases, very marked improvement.

5. The County School Board defined the boundaries, making each to contain 12 square miles, and at least 45 children to a school district.

6. I have rough, temporary maps prepared, showing boundaries of school districts.

7. I do not think it necessary to increase the number of school districts. The county school board made a few changes in some of the districts, without materially altering the boundaries.

8. Two white and four colored. May need more than one teacher; time will tell.

9. I am furnished with a desk in which to file and preserve papers.

10. It makes teachers and applicants for schools more zealous and thorough in their studies.

11. The Institutes are highly appreciated by our teachers. We hold them on fourth Saturday in each scholastic month, at the court house. We cannot make *separate* districts for the races, but hold them apart, in different houses. A. J. Maxey is manager for white teachers, and P. F. Williams for colored.

12. School-houses are generally comfortable; no log houses; but not well provided with desks and school furniture.

13. Owing to the burning of our court-house, and consequent loss of public records, our county is in debt considerably;

therefore taxes should be imposed as lightly as possible till we catch up.

14. I suppose our enumeration is correct. Our teachers have been somewhat delinquent and careless in getting enumeration, except only in enrolling those who attend school.

15. I am not in favor of changing the present time of opening and closing schools. We are getting used to the present arrangement; let there be as few changes as possible.

16. I know but little relative to 16th sections; will try to inform myself, and report as soon as I can.

17. School warrants for first and second months paid on presentation; on third month's a small discount, on fourth month's warrants a considerable discount, but the exact amount I cannot tell.

18. I prefer the plan of continuous sessions.

LOWNDES COUNTY.

W. L. LIPSCOMB, SUPERINTENDENT.

1. The present school law is well calculated to develop a successful public system in the State, and to advance the educational interest of the people. It has worked well in Lowndes county and needs only a few verbal alterations to make it acceptable to the teachers and citizens.

2. The following changes would be very judicious: (a.) Children should be required to attend school in their own districts; (b.) First grade teachers' licenses should be good for 5 years; second grade for 3 years, and third grade, for 1 year; (c) County School Boards should be abolished, and their duties assigned as heretofore, to the Board of Supervisors, who should be allowed pay for any additional time required to attend to school matters.

3. The citizens of Lowndes county very highly appreciate the public school system and look to it very largely for the education of their children.

4. The teachers are improving in qualification and efficiency.

5. In arranging the school districts the County School Board endeavored to comply with the law both as to limits and number of scholars. They made no districts less than 3x4 square miles, and were largely governed by section lines and the location of the established school houses in the county.

6. Maps of school districts have been prepared, and printed plans of the districts kept for distribution.

7. Every educable child in the county is included in a school district, and no more districts are necessary for present usefulness.

8. The attendance in the country schools is very variable, but five or six of them uniformly require an assistant teacher.

9. I am furnished with all necessary facilities, furniture, etc.

10. The present system of examination of teachers is a very commendable one, and is accomplishing great good in the educational improvement of the teachers. The preparation of the questions by the State Board of Education is highly, to be commended, and the compulsory uniformity of the examination days all over the State prevents fraud and imposition. With the change suggested in answer 2, as to the duration of the teacher's license, all objection on part of teachers would be obviated, and would induce a more careful preparation for the examinations required.

11. The teachers in the county are highly pleased with the institutes, and are glad to attend. The institutes promote study of text-books and methods of teaching, and introduce a pleasant social feature among the teachers of the county. School visitation every two years, at least, is absolutely necessary to give the Superintendent of Education a thorough knowledge of the educational condition and wants of his county.

There are two white and two colored institute districts in Lowndes county—Prof. L. M. Barrow, manager for the white districts, and W. J. Mitchell and R. D. Littlejohn for the colored districts. The Superintendent of Education attends all the institutes possible, and gives such encouragement and assistance as may be necessary.

12. The school-houses for the school year 1887-1888 will all be comfortable, well lighted, well ventilated, well warmed buildings. The white school-houses are all framed buildings. All the colored school-houses except three are also framed buildings. All have black-boards, and all desks enough for writing facilities.

13. The Board of Supervisors and the County Superintendent of Education should have the authority to expend all balances in the treasury, or any part thereof, as they think best promotive of the school interests of the county. Only declared balances should be thus disposed of.

14. The Auditor's statement of the enumeration of educable children in Lowndes county corresponds to that made by the County Assessor, viz: 11,129. The teachers' enumeration is very imperfect, and will continue so unless children are required to attend school in their own districts. The Auditor ought, if possible, to pay the State distribution of the common school fund for one year, so as to meet the wants of one school year, and not divide, as is now the case.

15. The schools should be required to open uniformly, as now, and to continue a full term without suspension, except for specified legal reasons. The present arrangement for school districts is preferable to any reduction or enlargement of limits.

16. The 16th section school fund in Columbus School District is well cared for, and a few small amounts due other townships properly invested and the interest properly used.

17. School warrants are all paid in cash on demand at the county and city treasury at the end of any school month.

18. None but continuous schools should be allowed. Divided school terms are injurious to patrons, pupils and teachers, to education and discipline.

PUBLIC SCHOOLS OF LOWNDES COUNTY, MISS.

SCHOOL YEAR OF 1887.

The following statistics and facts are compiled from the books of the County Superintendent of Education and furnished for public information:

STATISTICAL.

	White.	Colored.	Total.
Number of schools....	30	48	78
Number of teachers.....	40	56	96
Number of educable children..			11,029
Whole number in school.....	1446	3491	4,937
Average monthly enrollment..	1206	3306	4,512
Average daily attendance.....	944	2416	3,360
Average number to teacher....	23	43	43
Average monthly salary of teacher.....	\$48 00	\$26 07	\$35 96

FINANCIAL.

Received. Bal. from last year..			\$13,828 74
“ State distribution...			6,654 16
“ County levy.....			10,322 02
“ Poll tax.....			3,128 14
“ City leases.....			2,398 56
“ Other sources.....			1,069 08
Total.....			\$37,400 70
Paid out. Teachers' salaries..	\$11,503 55	\$8339 50	\$19,843 05
“ Sup't's salary.....			720 00
“ Miscel's expenses....			2,042 84
Total.....			\$22,605 89
Balance on hand.....			14,794 81
			\$37,400 70

The above general statistics may be divided as follows:

COLUMBUS SCHOOL DISTRICT—STATISTICAL.

	White.	Colored.	Total.
Number of Schools.....	1	2	3

SUPERINTENDENT OF EDUCATION.

149

Number of teachers.....	10	9	19
Number of educable children...			1655
Whole number in school.....	563	619	1182
Average monthly enrollment...	431	473	904
Average daily attendance.....	359	343	702
Average number to teacher....	35	38	37
Average monthly salary of teacher.	\$70 44	\$30 43	\$46 34

FINANCIAL.

Received. Bal. on hand.....			\$10,727 75
“ State distribution....			2,635 04
“ County levy.....			4,833 34
“ City leases.....			2,398 56
Total.....			\$20,594 78
Paid out. Teachers' salaries..	\$ 6340 05	\$2465 00	\$ 8,805 05
“ Sup't's salary.....			288 00
“ Miscel's expenses...			1,097 72
Total.....			\$10,190 77
Bal. on hand Oct. 1, 1887.....			10,404 01
			\$20,594 78

COUNTRY SCHOOLS—STATISTICAL.

	White.	Colored.	Total.
Number of schools..	29	46	75
Number of teachers ..	30	47	77
Number of educable children..			9375
Whole number in school.....	883	2889	3772
Average monthly enrollment...	775	2833	3608
Average daily attendance.....	585	2073	2658
Average number to teacher....	19	44	34
Average monthly salary of teacher.....	\$33 35	\$25 54	\$29 40

FINANCIAL.

Received. Bal. on hand.....			\$ 3,100 99
“ State distribution....			4,019 12
“ County levy.....			5,488 59
“ Poll tax.....			3,128 14
“ Other sources.....			1,069 08
Total.....			\$16,805 92
Paid out. Teachers' salaries...	\$ 5163 50	\$5874 50	\$11,038 00
“ Sup't's salary			438 00
“ Miscel's expenses..			945 12
Total.....			\$12,415 12

Balance on hand.....

4,891 80

\$16,805 92

GENERAL FACTS.

The school age, fixed by the State Constitution, is from five to 21 years of age. The school year begins October 1st and ends September 20th. The city school term is 9 months—the country school term, 5 months. A school day is from 6 to 8 teaching hours. The teachers' salaries are paid in cash at the end of each month. The examination of teachers takes place each year during the months of September and May.

The following are the books now in use in the country schools, viz: Swinton's Spellers, McGuffey's Readers, Maury's Geography, Harvey's Grammar, Davies' and Robinson's Arithmetics, Spencerian copy books, Appleton's Science Primers, Krausi's Drawing.

The city schools use the following books, viz: Swinton's Spellers, Appleton's, McGuffey's, Swinton's and Monroe's Readers, Read's and Kellogg's Grammars, Appleton's and Swinton's Geographies, Davies' and Robinson's Arithmetics, Well's Philosophy, Youman's Botany, Morse's Zoology, Krausi's and Appleton's Drawing, Spencerian Copy Books, Barnes' U. S. History, Allen & Greenough's Latin course, Tracy's Physiology.

MADISON COUNTY.

W. J. MHOON, SUPERINTENDENT.

1. There is a very decided general improvement in the working of public school system in our county, compared with that of two years ago, which opinion is endorsed by the patrons of our schools. The teachers are becoming more efficient and the people more reconciled to public school system than ever before.

2. I would recommend that the school law be so changed or amended, that trustees of all colored schools be appointed by Superintendent instead of being elected by patrons; this in order to prevent contention and consequent dissatisfaction resulting mainly from bribes offered by candidates for teachers' position.

3. The prejudice entertained against the public system has almost disappeared, and as now conducted is generally endorsed most heartily by the public sentiment of the county.

4. It affords me pleasure to state that since the inauguration of the present system a very decided improvement in the qualifications and efficiency of our teachers' is very plainly manifested, owing in a great measure to the Institutes and rigid examinations.

5. Section lines and in some instances creeks are impassable obstruction.

6. Have not as yet, but can at a moment's notice.

7. With the present population it will not be necessary.

8. The white schools as a general thing are small, not more than three in county requiring assistant. The colored are large and probably one-third is entitled to an assistant, if it were deemed advisable. The greatest number of colored pupils are chart pupils and can be classed so as to be managed by one teacher.

9. Yes.

10. The teachers were disposed at first to be dissatisfied, but have now become reconciled. The examinations and consequent improvement of teachers have done more than anything else to remove the prejudice against the public school system.

11. The Institutes improve the teachers in every particular—prepare them for the examinations—and learn them the latest improved methods. We have three Institute districts for each race. Whites, Mrs. Webster, No. 1, Chas. Galloway, No. 2, Wm. Baskin, No. 3. Colored, S. W. Lewis, No. 1, W. W. Davis, No. 2, F. W. Sims, No. 3. By visiting the schools is the only way that the Superintendent can judge of the executive ability of teacher, advancement of pupils and condition of school houses, etc.

12. The people as a general thing are poorly provided with houses and school furniture, but they are beginning to take more interest, and I think the time is not far distant when we will have good houses, furniture, etc. About eight-tenths are frame houses and about the same per cent have blackboards.

13. The people generally prefer to have five months school and are more than willing to build their own houses provided they can have that length of session.

14. The enumeration is about as correct as we can make it at present. That made by teachers is as yet very imperfect, but I think I will perfect in the course of one or two months more.

15. I think it would be best where school houses are in good repair to always open in November. I find that it suits the convenience of the majority, and besides they are so much better attended than the summer schools, that I would strenuously advise that November be the time to open session. Would answer in the affirmative to the last clause.

16. There are only a few townships in our county that have any money to their credit. The money was squandered under Radical rule. The money is loaned at ten per cent. on good security and what there is, is perfectly safe.

17. None, I am proud to say.

18. Continuous sessions by all means.

MARION COUNTY.

H. A. BARNES, SUPERINTENDENT.

Below you will find my narrative report to-wit :

1. There is not as much interest taken in the public schools as there should be.
2. To require patrons applying for a school to furnish a good school house and desk before allowing the school.
3. Public sentiment is in favor of the present system of schools.
4. There is considerable improvement in qualification of teachers.
5. County School board did not define school districts; the county is so large the commissioners said they didn't know how it could be done correctly; each school is located as a school district.
6. I have prepared no maps showing sections embraced in districts.
7. It will not be necessary to increase the number of school districts.
8. Eight schools will require more than one teacher.
9. My office is poorly furnished.
10. Effect of present examination is very good, though some teachers object.
11. The effect of Institutes is good; also some good by Superintendent visiting schools. I have three Institute districts. A. L. Summer, J. R. George and J. R. Regan are managers. I attended most of the Institutes myself.
12. Condition of school houses not good; 12 frame buildings, 53 log houses, 20 furnished with blackboards and desk.
13. I do not.
14. It is correct and compares with that made by teachers.
15. I would not.
16. Some sold and some unsold; a small amount of money in the treasury arising from said sales.
17. *None.*
18. I prefer continuous sessions.

MARSHALL COUNTY.

E. D. MILLER, SUPERINTENDENT.

- I. Public education is about all that we have. Our public school system seems to work well. All classes attend our public schools.
2. This is somewhat difficult to answer. The defects are many. The present law discourages rather than encourages our schools of high grade. These schools, which are a neces-

sity, should be better provided for in a pecuniary way; it does not provide for sparsely settled districts; the spring term should commence the first of March; it does not suit this county to commence the winter term earlier than the first of January; third grade teachers' salaries are too small; examination of teachers not sufficiently guarded; teachers' institutes should be held in warm weather, say September, and those who do not attend should not be entitled to teacher's license; school-houses should be put in comfortable condition by the patrons, or no school.

These are among the leading changes that I would make.

3. Public sentiment is generally favorable.

4. I think there is some improvement. Our best teachers are constantly seeking more eligible situations. This makes it necessary each year to employ a large per cent. of inexperienced teachers. There is, however, a general disposition to study, so that, upon the whole, there is improvement.

School journals and works upon school management and methods of instruction are well circulated.

5. They gave the required number of square miles to each school and often many more, and divided the distance. Sometimes it was impracticable to make a district, because twenty children, the minimum school, could not be found on thirty square miles. This provision in the law is entirely unsuited to Marshall county.

6. I have a map that shows every section in the county.

7. Yes; if the law is modified so it can be done.

8. About ten.

9. Yes.

10. The general effect is good, and, if properly guarded, would soon be a powerful means of improving our teachers.

11. They are not generally well attended on account of inclement weather. Five-sixths of our teachers are females. Those who attend are benefitted. The Superintendent's visits are helpful. I have five districts. T. B. Winston, A. M. Moore, Miss Kittie Bowen, E. J. Marett, S. W. Mullins; colored not yet named.

12. Many of them are in bad condition. Colored schools frequently taught in churches which are usually very open.

The white school houses are generally good. There are about forty frame buildings, twenty log, two brick and a few in churches.

13. No. It should be the duty of the patrons alone, otherwise there will never be an end to the expense.

14. Yes; as near as we can get it. The teachers' enumeration is almost worthless.

15. No.

16. Have none. We are in the Chickasaw country.

17. Two.

18. The theory is good, but it is not practicable in this coun-

ty. Our schools have five months, but practically, last year, we had but three. That is, the first and fifth months those able to work were in the fields, so that a few small children made the schools during these two months; the average attendance varied from two to ten.

The law should be flexible so as to suit the condition of the rural districts. Some schools want continuous sessions; others want their schools to commence in March; but the large majority want the session divided. The law should accommodate all these within reasonable limits.

. MONROE COUNTY.

E. P. THOMPSON, SUPERINTENDENT.

WORKINGS OF PUBLIC SCHOOL SYSTEM.

The school system inaugurated by the Legislature of 1886 has proven, in the main, satisfactory and without undue friction in this county, remarkably so, considering the radical revolution evolved and put in motion by it. That it has opposition is to be taken for granted. That it will triumph if persevered in, adopting now and then amendments, as the need thereof becomes apparent, is to my mind very clear.

CHANGES, IF ANY, REQUIRED IN SCHOOL LAW.

In my judgment, the one great imperative and *primary* need of every free school system, is a compulsory feature. I may be extreme, but it is my opinion, deliberately uttered, that perfection, or anything like a full measure of good to the masses, is impossible to any measure of public education that does not embrace rigid and strictly enforced compulsory attendance. The very class of children mostly in need of free school advantages is, in nine cases out of ten, debarred by the *alleged* needs of work at home—breeding at once a spirit of indifference to education, and a lasting dislike to books and all school discipline.

PUBLIC SENTIMENT.

The reliable and more intelligent sentiment of this county is generally commendatory of the present school system.

IMPROVEMENT OF TEACHERS.

Is decided and marked.

DEFINE BOUNDARIES OF SCHOOL DISTRICTS.

By locating school houses in most eligible location and radiating them *three* miles in every direction. The plan complies with the law, and it appears is satisfactory to 99 per cent.

MAPS.

We are without maps. In fact, in many neighborhoods the population is shifting each year, hence it is urged that maps could not be used longer than one year. We have, as yet, experienced no need to increase the school districts. The plan is; in large schools, to place assistant teacher in another locality, a mile or more distant from principal school, and this gives increased facilities without increased outlay.

SCHOOLS REQUIRING ASSISTANT TEACHERS.

Ten white and thirty-three colored schools will require from one to five assistants. I am furnished office, desk, &c.

EFFECT OF EXAMINATIONS.

Is to increase the text-book ability of all applicants for license. It is irksome to older teachers, and I would suggest that a professional license, first for two years, then for five years, be issued at discretion of County Superintendents.

VISITS BY COUNTY SUPERINTENDENTS,

On the whole do good, inasmuch as it acquaints him more closely with school localities, the houses and appurtenances, &c., &c., &c.

INSTITUTES.

I would recommend as substitute for monthly sessions during school term, a *Summer Institute* lasting one month, and held in some central location, a competent teacher employed, to be paid out of Institute fund, as now, increased if need be, by a sufficient amount from county school fund, not to exceed, say \$200. This would result in permanent good to teachers, and ultimately to public education. The present method of holding Institutes is good enough, *but in rural districts attendance cannot be enforced*, for the reason of bad roads, swollen streams, lack of conveyance, &c., excuses that are good during winter months, during which a large majority of the schools are taught. Three held monthly in this county,—E. E. Cowley, Jno. C. Crosby, J. P. Sims, (c) managers.

CONDITION OF SCHOOL HOUSES.

Indifferent, bad, worse. Churches greatly used, log houses built by patrons, but mainly unfit for the purpose. I do think most positively that School Board and County Supervisors should be allowed to build and improve school houses. In this way only can good houses be had and permanently established.

BASIS OF STATE DISTRIBUTION

Is correct, as far as I am able to learn.

ALLOWING TRUSTEES TO OPEN SCHOOLS.

I do not think that it would be safe to allow trustees to open

the schools at any time during the year. It would do no good, and might and would do great harm in loosening the system.

SIXTEENTH SECTION.

In this county is a pine barren, and valueless.

SCHOOL WARRANTS.

Monroe county pays cash first and last, and all the time, dating back three years.

CONTINUOUS SESSIONS.

The enforcement of continuous sessions is in my opinion the very *best* and most useful of the '86 statutes. A month now, a month then, scattered through a twelve-month, comes as near to no school at all as could be reached without repealing the whole system in *toto*.

MONTGOMERY COUNTY.

W. F. M'WILLIAMS, SUPERINTENDENT.

1. An efficient Board of Education was secured as directed under the law. The county was divided into districts containing the required number of square miles. Some confusion and trouble followed this change, as might have been expected, but time and some few changes made at the last meeting of our Board of Education has brought about satisfaction. Trustees are generally elected regularly. Good and experienced teachers of first qualification are demanded and obtained for white schools, and second grade teachers for colored schools, with a few exceptions.

2. Would not advise any change in the school law unless it be to make the districts nine miles square instead of twelve. A change in the law allowing only so much tax to be levied for all purposes seems imperative. The board of supervisors in Montgomery county are not able to levy sufficient tax to maintain our schools four months according to the provisions of the law requiring them to levy tax sufficient for a term of four months, because the law above mentioned renders the school law inoperative. Only about the same amount of tax is levied in our county as was levied under the old law. Our county for many years has only had funds enough to maintain our schools for three months. Superintendents who preceded me were compelled either every year or every two years to reduce the time to two months, and I have also done the same in order to keep our county out of debt. We have 5,000 children. Our Board of Education has established 80 schools independent of Winona. To maintain those schools we have funds only to the amount of eight or nine thousand dollars per annum. Our

people call for first grade teachers for white schools, 50 in number, with but two or three exceptions. Our schools require 100 teachers; 80 teachers at an average of \$28 per teacher would use up all our funds as the tax is now levied by our board of supervisors, and leave nothing for assistants.

3. Our observation and experience as Superintendent, for nearly four years convinces us that the present system of free schools is constantly gaining in the favor of the people. I am satisfied were it left to a vote of the people they would not only uphold the system of four months but would vote themselves to be taxed sufficient to pay for an additional four months. There is a greater interest manifested and a greater determination to avail themselves of all the time granted by law and a greater expression of opinion that the schools should continue longer.

4. Our county is supplied with a good corps of teachers—one-third male, two thirds female. They have qualified themselves for their duties as teachers, are called upon by the different communities in our county and requested to take the schools, and if any come from another county and succeed in getting a position they are certain to be well qualified and bring good references.

5. As nearly in accordance with their understanding of the laws as possible, only varying in those cases named in the law made by impassable streams and where great injustice would be practised upon patrons of schools.

6. Maps of each supervisor's district were made under the supervision of each member of the Board of Education giving all necessary knowledge of the work to be done.

7. In addition to the work of 1st of August, 1886, some few important changes were made at the meeting of the Board of Education the present year, which gives as good a chance of attendance as could be effected under the law as it now stands. And any change now in regard to location of schools would cause confusion and dissatisfaction.

8. During the year just ended assistants were employed for ten white schools and eight colored.

9. Office and desk and all necessary furniture furnished Superintendent.

10. The present system of examination has a tendency to deter those who may have some idea of their own incapacity, while those knowing their own qualifications do not hesitate to come forward and prove their ability. This system is gradually crowding out the inefficient, and those proficient in qualification and ability are coming forward to take their places.

11. Our county is divided into three Institute Districts for white teachers. These Institutes are held under the management of Prof. A. J. Aven, Prof. G. J. Weissinger, and Dr. J. W. Armstrong, and hold their Institutes respectively at Winona Female College, Lodi Academy, and Poplar Creek Male and Female Academy; and into one district for colored teach-

ers, Institute held in the town of Winona. Our Institutes would be more effective if all the schools were taught at the same time so that all the teachers of each district would meet together and by numbers awaken a livelier interest in the interchange of thoughts and opinions. A majority of teachers have taken an interest in them, and expressed a decided opinion in favor of their advantage to the teacher. Visitation of schools has aroused teachers to a more thorough performance of duties and enabled the Superintendent to see the condition of houses and furniture, and has given him an opportunity to stimulate patrons to furnish better houses and better facilities for the education of their children.

12. While nearly all are supplied with black-boards, many through want of means do not have as good desks as it is desirable they should have; (3-4) three-fourths of the school-houses for white pupils are frame buildings; (3-4) three-fourths of the school-houses for colored pupils are log houses. In some instances during the past year churches have been used. Both white and colored are building frame houses at the places designated by the Board of Education.

13. We deem it inadvisable. Inasmuch as some have already good houses it is incumbent on the balance to do likewise. All pay taxes alike, and unless each district received a fair share dissatisfaction would be the result. The white man already pays the greater share of the expenses of the colored man's child, and consequently the colored man ought at least to be interested enough in the education of his child to furnish the school-house, and not bother the white man with an additional tax to build him a school-house.

14. The basis on which the distribution is made is probably correct. Compared with the enumeration of educable children in our county our proportionable share is about right. Last year we got more than three thousand, which is near the correct, and this year about as much less.

15. Would not approve such a change. Uniformity of time is most desirable. It puts the teachers all in the field at once, and thus renders our Institutes more interesting and prevents patrons sending to two schools should they fail to make their full time at the school to which they have sent, as their own.

16. One-half section in litigation, and the usual amount of interest on the sum of two hundred dollars as the notes fall due. The balance was swept away by the war.

We have no money on hand at the opening of schools in November. State appropriation in January is applied to payment of first month warrants. If the money is needed by the teachers they can always be cashed at a very small discount. Second and third months, unless held up until taxes are paid in full, are subject to a discount of 10 per cent., and fourth month to a discount of 12½ or 15 per cent. Under the old law 3 mills on the dollar was levied and only 3½ under the new, leaving us in

the same condition as before, viz: to maintain 80 schools or pay 100 teachers for four months with eight or at best nine thousand dollars.

18. Continuous sessions are preferable and are of much more benefit to pupils if taught commencing in November. There are too many obstacles in the way of a four months term commencing in June. The warm weather, sickness, the great demand for labor in June, and cotton picking in September, and also the great number of protracted meetings in July and August, all united deprive the teachers and students of more than a three months term, and if the four months were divided and two months given in winter and two in July and August, on an average the school will only amount to about six weeks in summer. Good, warm houses with well qualified teachers and with regular attendance from 1st of November to March is what we need to make the free school system effective in Mississippi.

NESHOBA COUNTY.

A. M. BYRD, SUPERINTENDENT.

The following report I will submit as per request of your circular letter I received a few days ago. To your first interrogatory I will say:

The public school system works well—more economical and much more advantageous than the old system. It is gradually growing into the favor of the people.

2. To divide the term into two sessions if the Trustees and Superintendent think it best.

3. Has been against it, but think the people are more considerate and will yet endorse it.

4. Decided improvement in the qualifications of teachers—they have gone to work in "dead earnest" to meet the examination.

5. By section lines.

6. Have not.

7. Think not.

8. About ten.

9. An office, but no desk by the county.

10. It is producing a more thoroughly qualified class of teachers.

11. The Institutes causes uniformity and improvement in the system of teaching the various branches. Have three Institute districts for whites and two for colored teachers. Prof. R. M. Evans, P. G. Walton and H. S. McGee (col.) are the managers.

12. Very inferior—about fifteen frame buildings and about thirty log houses—only partially supplied with black-boards, desks, etc.

13. I think it not advisable.

14. Think it incorrect. The reports of teachers, and considering the vast number of our schools, show the enumeration to be less than the actual number of educable children.

15. No, indeed

16. The greater part has been leased for ninety-nine years by the board of supervisors, and the money loaned out at interest at 10 per cent., which brings in about \$110.00 annually.

17. none.

18. Think it should be left to the discretion of the Trustees and Superintendent. In this county the children are obliged to labor during certain months of the year, which render it difficult to keep the schools running four months consecutively.

NOXUBEE COUNTY.

E. A. PACE, SUPERINTENDENT.

1. The public school system works well, in the main, under the present school law; much more satisfactory than under the old regime.

The County Superintendent should be paid at least one thousand dollars per year. and all expenses of traveling, etc., said salary not to be dependent on any action of the board of supervisors, and be required to devote all his time to the work pertaining to his office.

Section 23 should require but two instead of three Saturdays to be devoted to Institute work, in order to harmonize with section 13.

Section 35 should require an enumeration of the educable children in each school district before opening school in same, in order to enable the County Superintendent to contract intelligently with teachers.

Section 36 should be so worded as to compel the selection of one trustee for each school-board, who possesses a fair English education, and to this end, only two of each school-board should be required to be patrons. (In this county such a provision is a necessity, to insure the proper supervision of colored schools by competent trustees.)

Section 38 should be so changed as to require two instead of one annual meeting of the County School Board, and should provide more remuneration for members of said board.

Section 41 should contain a proviso allowing schools located in sparsely settled districts where there are less than twenty educable children.

Section 45 should be more specific, either allowing children to attend schools out of their own districts, under certain restrictions, or prohibit same altogether.

Section 54 should provide for an even instead of an odd num-

ber of examination days in each of the months named, and should make specific provision for other examinations, or forbid them, so as to prevent uncertainty in relation thereto. More than one day should be allowed, when needed, in which to complete first grade examinations.

Section 55 might permit County Superintendents to grant a teacher's license for two years, to applicants making a general average of over 90 per cent.

Section 57 should allow first-grade principals a maximum salary of more than fifty-five dollars per month.

Section 67 should be changed so that summer schools may open earlier than June 1st, when necessary, to give time for the completion of the school term before the expiration of the scholastic year.

3. Public sentiment of this county is not unfavorable to public schools.

4. Under the present law teachers have improved in qualifications and efficiency not less than 20 per cent.

5. By land lines, mainly, though sometimes by public roads, and frequently by water courses.

6. No, though I contemplate doing so soon.

7. Not under the present law.

8. About one-third.

9. Yes.

10. Some "friction," but general results highly advantageous.

11. Effects of Institutes good, and of visitations by Superintendent better. Have three Institute districts. Prof. W. P. Minor, of Macon, and Rev. L. M. Stone, of Shuquak, Institute managers.

12. Condition of houses for white schools fair, but for colored schools, very poor indeed. About two-thirds of all school-houses are framed, one-third log. Not more than a half dozen school-houses in the county are provided with patent desks, and not more than one-third with desks of any kind, though a majority have black-boards.

13. Yes, where neighborhoods will furnish an equal amount for the same purpose; the title to vest in the county.

14. Yes, enumeration by teachers is not sufficiently complete to say how they compare. Several sections of my county have not been included in any school district, hence children in these have not been enumerated by any teacher, and consequently said enumeration is necessarily incomplete, or at least, does not embrace all the children in the county.

15. Yes, under some restrictions.

16. All lost under the old regime, perhaps, prior to the enacting of a public school law in this State in 1870.

17. None at all.

18. Best for the schools, but not so satisfactory to teachers.

OKTIBBEHA COUNTY.

L. A. FORT, SUPERINTENDENT.

1. Not entirely satisfactory as yet.
2. Continued changes confuse the people, so would advise remaining as it is until the people better understand, when, I think, they will be more pleased.
3. Our people are growing more and more interested in and satisfied with the management of public schools.
4. A decided improvement during the past year.
5. Into townships, ranges, sections and sub-sections.
6. I have.
7. An increase is necessary, but cannot be effected unless an increase of funds.
8. Whites, 2. Colored, 7.
9. I am.
10. These examinations have had a most wonderful influence to improve and better qualify our teachers.
11. In consequence of only one Institute for each color, the distance to some, arriving at different hours, they have not succeeded so well as hoped. That for whites, managed by W. E. Saunders, Col. C. E. Moody. The visits from Superintendent have had a very beneficial effect.
12. The greater number being comfortable, colored people use generally their churches; three log houses; quite a small number supplied with desks, black-boards, &c.
13. I do not.
14. It is. That of teachers too imperfect to manage. This has caused more annoyance, getting teachers and patrons to understand the enumeration, than any other business in the office.
15. I would not; not advisable in a county thinly settled.
16. All of 16th section is in money, secured by mortgages, paying annually into treasury \$1500.00.
17. Having always managed to have a surplus on hand, have never sold a warrant.
18. I endorse most heartily, having always advocated continuous sessions.

PANOLA COUNTY.

J. A. RAINWATER, SUPERINTENDENT.

1. The public schools of my county are working under the new law, in many respects, better than they did under the old law. Our schools are well attended, and our teachers are progressing rapidly.
2. I think that a change for a smaller school district in cer-

tain cases should be provided for. I think that the duties of the County Superintendent are very onerous for the pay. I think that the duties of the Superintendent are no more than the schools require for their efficiency, but it takes all of 12 months in my county to attend to the duties of my office. I do more riding, I think, than the sheriff and all his deputies. I do more writing in my office than almost any officer in the county. I attend to the distribution and look after more of the finances than the Board of Supervisors. I get more abusing that all the officers in the county. I furnish my own conveyance, pay my own expenses, and work at *least* ten months in the year. All for \$800. This is not enough. It is not economy to cut down the salaries of efficient officers.

3. The system of public schools is growing in favor with the people of our county.

4. The qualification of our teachers is improving.

5. By section lines, usually.

6. Yes; of both white and colored.

7. Yes; in some localities.

8. 80 out of 105.

9. Yes.

10. It is about the best that we can do for the State, but it is not satisfactory in my county.

11. Good. Two districts, and I attended them myself, by special request of my teachers. I held one in each district for each color, once per month, which required four Saturdays in the month. I paid off my teachers each Saturday, at the same place, by having a clerk to issue certificates for me each Saturday.

12. As a general thing, not good. About half of our houses are frame houses. The most of our negro schools are in their churches. Black-boards and charts are used in almost all of our schools. We have very few houses furnished with the patent desk and seat, but common wooden desks are in the most of our schools.

13. *No—most emphatically.*

14. About. Nearly the same. *See Report.*

15. *No. Yes.*

16. It is all included in the "Chickasaw fund."

17. None. We pay *cash*.

18. I think it the best, although it does not suit our farmers.

PERRY COUNTY.

GEO. D. HARTFIELD, SUPERINTENDENT.

In answer to your printed circular I submit the following in place of narrative report.

1. The Public School system works tolerably well in Perry

county. Some little dissatisfaction on account of changes in the law, but I think these in the main arise from ignorance of the law, and will eventually disappear, with enlightenment.

2. Section 29 I think should be so modified as to exempt the teachers from paying for examination. Their salaries are small enough without reduction by extras.

Sections 49 to 53 I think do not go far enough in their requirements. I respectfully submit that none should hold first-grade certificates except first-class scholars, and by that I mean that first-grade teachers should either hold diplomas from reputable Institutions or possess attainments equivalent thereto.

Section 54 is highly objectionable in several points. First, I submit that County Superintendents should be allowed to examine applicants at any time before the commencement of the schools. Second, the section "by implication at least, impeaches the integrity of County Superintendents as a class, by forbidding them to inspect the questions until the teachers have assembled. I think County Superintendents as a class are unjustly dealt with in the section.

Section 67 has been fruitful of misunderstanding, and should be so changed as to show what its real meaning is.

Section 68 makes provision for closing the Public Schools for Christmas holidays, but does not state whether the teacher or patrons shall lose the time. In practice the loss falls on the teacher, which I think unjust.

Section 72—Sixth provision evidently intends to force all the Public Schools to be taught in summer by forbidding the County Treasurer to pay all warrants of the winter term as they fall due. This I think should be changed.

4. There is marked improvement in the qualification and efficiency of teachers, and a corresponding increase in numbers, especially of the colored class.

5. The County Board defined the limits of districts by geographical or topographical bounds without reference to townships.

6. No maps prepared.

7. It would be necessary to increase the number of districts, but without money it is useless.

8. About 4.

9. No.

10. The effect of the present system of examinations is to deter many from applying. The effect upon the schools and efficiency of the teachers is marked for good. I approve of the system cordially except as above indicated.

11. Institutes have not been fully tested yet. I incline to the opinion that they will prove of great benefit. School recitations are productive of much advantage to teachers and pupils. Have only one Institute district at present. The number of teachers not sufficient for a greater number. R. C. R. Avery, colored

Institute manager. County Superintendent manager of white.

12. School houses generally inferior; 4 frame buildings, about 20 log; 4 provided with blackboards, 3 with desk.

13. I do not think it advisable to appropriate any portion of the school fund for other purpose than to paying teachers. None above what is required to support the schools 4 months.

14. I do not think the enumeration correct. The number is considerably less than the actual school population.

15. I would not approve a change in the law allowing trustees to open schools at any time during the year. It is useless in this county to increase the number of districts unless some means could be devised to increase the taxable property of the county.

16. 16th sections leased for 99 years before the war.

17. All except the first month in the winter term. None in the summer term.

18. Continuous sessions in my opinion are advisable on all accounts. Finally, I would suggest that the present school law with some minor amendments should be given a fair show. Although crude in some respects, yet it is so far superior as a whole to any former school laws in this State that I trust the next Legislature will deal very gently with its provisions.

PRENTISS COUNTY.

G. R. LACY, SUPERINTENDENT.

DEAR SIR:—Please find enclosed my annual report, which I hope is in the main what you wished. You will notice that the enrollment is very small. This is due to the fact that there was a great deal of opposition to the law at the commencement of the winter term. Those opposed to it sought to make it odious by withholding their children from school, and pronouncing it a failure, in that teachers were getting pay for something that they were not doing. This spirit continued among some during the entire winter term. Hence the enrollment last winter was very small. In the summer it was much better. People had become more disposed to give it a trial, but the number of my summer schools was small compared to my winter school, and though the attendance then was never better in this county, still it did not redeem the enrollment from falling uncommonly low.

1. This has been answered in part. I will further add that the workings have been very satisfactory to those who have acted in good faith towards the law.

2. I cannot recommend many changes. First, I would say though that in order to make the public schools a complete success we must reach the masses, or all the children, with an effective system. We can reach the children better by permitting the trustees of schools to divide the term, but when we

have reached them we are impatient to accomplish the purpose for which we have sought them. So I do not know what should be done about this continuous term feature. It is four-fold more effective than a divided term; but we can't get the attendance that we ought to have. I think, however, that the attendance for this next year will be much better than for the one just past, for the reason that the people are more reconciled to it.

Next, I would allow the commissioners pay for the work they do in arranging schools.

3. This is the only thing in the way of the successful operation of your law. It has ever been the great obstacle in the way, but I am glad to say that it is giving place to one more in favor of your law.

4. It is marked.

5. They drew boundaries around them on maps previously prepared for that purpose. Consulting as much as possible the convenience of the public in locating districts and locating houses.

6. I have.

7. We have added three or four this year. It may be necessary to add one or two more.

8. I had assistants in about ten schools this summer. There are in all about twenty five that ought to have them, if their attendance was good.

9. I am.

10. It is the best system we have had. It causes teachers to apply themselves more than ever before.

11. They cause more study. It causes a kind of rivalry among teachers, who can have the best school to exhibit, and it also gives the Superintendent more knowledge of the relative efficiency of his teachers.

12. Our houses are not good; about half are log houses and half framed or boxed houses.

13. I should think that it would be advisable, if we have at any time the money to spare.

14. I cannot say. The enumeration made by teachers is somewhat in excess of the enumeration of 1875.

15. I don't think that this would do, unless the Superintendent is paid more, besides the confusion of the institutes would be very great, it seems to me. I should not object to the latter.

16. It was sold some years ago, and the proceeds are held by the county a permanent fund, which is loaned to parties who give both personal security and landed. We have about \$5,000 loaned in this way, which draws 8 per cent.

17. One only.

18. My opinion, if I have any, was given in my answer to several questions.

PONTOTOC COUNTY.

A. O. NEWELL, SUPERINTENDENT.

In making my narrative report of the workings of the public school system in my county, I beg leave to submit the following :

The present system is working well at present.

There was much dissatisfaction at first, owing to the many changes; but as these changes have resulted in good, the patrons are beginning to see the efficiency of the law.

The teachers, as a body, have given their hearty approval and endorsement of the present system, and wish but few if any changes to be made in the law.

The examinations and Institutes have added materially the efficiency of our teachers. The first has caused them apply themselves more assiduously to their text-books.

The recent examination papers show an improvement of over 20 per cent. above those of last year. The Institutes have been beneficial mostly in methods and in the interest of their work. All are brought together, and the inspiration received is carried to their respective schools.

During last July and August a summer Normal for whites was conducted for six weeks in the town of Pontotoc, by Profs. J. G. Denprey and J. M. Carter. More than forty teachers from this and other counties were in regular attendance as students, and many more were frequent visitors of the Normal. Earnest and faithful work was done by both students and instructors.

Many teachers are already looking forward with interest to the next summer term. Another school of similar character was conducted by Prof. B. M. Bell, of the Mississippi Normal, with 25 or 30 in attendance; will be larger next year.

The visitation of the schools has been of benefit, by inciting the pupils and teachers to better work. The children wish to be prepared when the Superintendent comes, and the teachers can use this as a stimulus.

In these visits the patrons can be seen and talked with. The teacher feels that his salary and reputation depend much upon the good or bad impression his school makes upon the Superintendent.

The continuous sessions is one of the best features in the law, and I do hope no change will be made in this respect, at least.

If continuous sessions are done away with, then let's abolish public schools entirely, for less than four months at a time is almost equivalent to no school. The months of November, December, January and February are the ones for the schools to be taught. Children can be better spared from the fields than at any other time. A few of my schools tried the summer term last session, but they are all talking the winter term now.

I favor the plan of requiring all schools of a term to begin on the same day.

While I like the system of districting, believing that it is conducive to economy and permanency, yet I think that nine square miles instead of twelve square miles should constitute a district.

A great many of our school buildings are wholly unsuited to school purposes, not comfortable, no black-boards, no apparatus of any sort; but there is an improvement in that respect just now. The people would build and furnish their houses much better if they felt assured of permanency in location.

PIKE COUNTY.

JOHN S. LAMKIN, SUPERINTENDENT.

Narrative report upon topics propounded by Hon. J. R. Preston, State Superintendent of Education, by John S. Lamkin, County Superintendent Pike County.

1. Workings of the public schools in Pike county.

Ans.—The system itself is a harmonious whole, but it has its imperfections, like all new things, some of which I hope to point out hereinafter.

2. Changes, if any, required in the school law to render it more effective in its operation.

Ans.—Some changes would be beneficial. Section 15, amend by inserting "lights, fuel," after the word "stationery." Section 16, "the salary is hereby fixed at 3 per cent. of the total school funds received annually by the county." Which year should be the basis of this allotment? I respectfully suggest that the statute by its own terms be construed to mean the previous and not the current year. At the beginning of the scholastic year it is impossible for the supervisors or the Superintendent to know what will be collected during the year. They make their estimate, it is true, but that is never realized; the collection is always over or under. They wish to pay their Superintendent a reasonable compensation, but do not know on what to make the allowance. The Superintendent has to swear to his account, but he does not know what to base it on unless it is for each month—a twelfth of the previous year. If for the current year, must he consult the tax collector or treasurer at the end of the month to find out the school fund received during that month? This would be inconvenient, because those officers are seldom accessible at the proper time, and also a large payment would have to be made for a few months, and for the balance of the time, nothing. At all events, the statute should be construed to define which year the income is based on.

Institutes.—I regard the Institutes as perhaps the most valu-

able auxiliaries under our law, in advancing the teaching interests, but the law in its details is defective. Section 23 should be substituted by one providing that the County Superintendent shall hold semi-annually in his county a white and a colored teachers' Institute, on different days, at the county seat or some other eligible place to be designated by him, not longer than three weeks prior to the commencement of the school term that succeeds it, neither of which Institutes shall occupy fewer than three nor more than five days. These Institutes shall be devoted to the improvement of teachers in their qualifications and methods of teaching, and for the discussion of topics pertaining to the advancement of the public school interests in the several counties."

Section 24 to be repealed.

Section 25. The word "monthly," in 2d line, to be stricken out, and after the word "salary," insert "for each such failure."

Section 26. Strike out "the County Superintendents shall hold the Institutes alternately in the districts."

Section 29 to remain intact.

Section 30 to be substituted by a provision that "The Institute fund shall be appropriated economically in procuring stationery, fuel, lights and other things necessary at the time of holding the Institutes--the fund arising from the examination fees of white teachers, to defraying the expenses of the white Institute, and that from the examination of colored teachers, to defraying the expenses of colored Institutes. In case the Superintendent is unable to hold the Institutes he may appoint a well qualified public school teacher to hold the Institutes in his stead, who shall receive \$2.00 per day for actual service, out of the Institute fund."

Section 31. "The Superintendent shall keep a record of such Institutes, showing the teachers present and the proceedings of the same, on file in his office to refer to, before he issues his pay certificate to any teacher of his county."

I have long felt the necessity for a change of some kind with regard to the times of holding Institutes. The above method was suggested to me by President Featherston, of Kavenaugh College, and is warmly seconded by Prof. Jones, of this place, and other advanced educators of the county. In a county, very large territory has necessarily to be traversed to reach the Institute; many of the teachers are women, boarding a long distance from home, without facilities for travel, and no traveling companion, and the consequence is that what is regarded as an impossibility to perform is often made the reason for non-attendance, and the Institutes are not very well attended, although the teachers are enthusiastic and desire very much to attend. After giving one Saturday in the month to collecting their warrants, they very much desire the relaxation of the others to attend to other things. On Institute days they come from their schools, arrive late, worn out, and ask to be excused

early on account of the distance. They scarcely enter on a subject until it is time to leave, and of course the Institute falls far short of effecting its purpose. It is thought that under the plan suggested more time can be devoted—day and night—to the business on hand; they can mature plans for the evening lesson, and also make of the Institute a sort of educational reunion that will cause the time to pass more agreeably and profitably. There is not time in one day to discuss the entire curriculum, nor to agree upon nor adopt anything. Another potent reason is that it scatters and lightens the duties of the Superintendent, many of which are so clustered that it is impossible for any one man to perform them all on time. For all these and other good and sufficient reasons, I would urgently request that some such change as the one suggested be made.

Section 27 should be substituted by one giving the teachers of contiguous schools half a day in each session to interchangeably visit the schools of each other, the Superintendent appointing the visiting teachers and schools; that they be required to perform the duties required of the Superintendent in said section, and such other duties as the State Superintendent may deem necessary, and to report, upon such form and matters as he may prescribe; the result of such visits to the County Superintendent; but the duties performed on such visits, in the nature of directions, &c., shall be received by the teachers visited as advisory and not compulsory.

The fact is, Superintendents have more duties to perform than time to perform them in—far more than they receive any adequate compensation for. Every day and hour of my time from year to year is diligently employed to trying to perform my official duty—no time left to supplement the salary by doing anything else that is practicable. The result of my labors is felt and appreciated by nearly all the teachers and many of the patrons, and yet I receive but little over \$1.50 per day. I think in justice the labors at least should be lightened, if they can be without injury to the service. Teachers will generally be sharp but good-natured critics of each other, and the service would not be injured by the provision suggested.

Other changes will be suggested by the questions:

3. "Public sentiment of your county concerning the system of public schools?"

There is some dissatisfaction. The most general is that the law should be so modified as that a specific amount should be set apart for each pupil, who should be permitted to use it for educational purposes when and where he (or parents) think proper. In this I do not concur. We not unrequently hear the wish expressed to abolish the system, while there are not a few who oppose it because the negroes, who contribute but a nominal revenue, share equally the benefits.

4. "Improvement, if any, in the qualifications and efficiency of the teachers."

On this point I can speak with much confidence. It is a wonder to mark the improvements in these respects. Nearly all the teachers are diligent students, and enthusiastic for the success of their schools. They give me an able support in every proposition looking to the educational interests. I keep before them the great necessity for a firm but mild and merciful discipline; and they not only have advanced their per cent. and grade, but are becoming fine instructors.

5. The county school board defined the boundaries of the school districts, by designating the lines embracing the districts and (generally) the place in the district for the school-house. The lines were changed in some cases at their second meeting, to meet the convenience of patrons.

6. I have prepared two maps, one for the white and one for the colored schools.

Not much change is now necessary to increase the number of districts in order to give school facilities to all, as the School Board at their last meeting reduced the size to the statutory minimum of many districts, and granted intermediate schools.

8. Eight schools, (white) inclusive of the town, require more than one teacher, and five colored county schools.

9. A desk.—The office, though a good one, has to be given up to the grand jury at court time, which is a great inconvenience. The desk was built to my order, and is a marvel of convenience.

10. "Effect of the present system of examinations" is to make teachers more thorough, although my own examinations were always conducted similarly—marked and graded. I enclose you a copy of questions on which I predicated one of my former examinations.

11. Institutes and visitation by the Superintendent are very great stimulants to teachers and pupils. I always require the teacher to call up and conduct his classes in his usual way, and then make any necessary comments, and all the observations required by the statute. I then examine the higher classes a little, and deliver an educational, moral and religious lecture to the children. They never fail to grow enthusiastic over these. The teachers always thank me for them—the parents hearing of them sometimes do so, and the pupils have even passed resolutions of thanks. The teachers tell me that the effect does not wear off during the school.

12. Condition of school-houses.—No. frame buildings, No. log houses, No. provided with desks, blackboards, etc. These questions I cannot answer very definitely now, as I desire the benefit of all improvements. On my first visit, the condition generally was not encouraging, but I never failed to scold about it, and generally the effect was a new, commodious and comfortable building. I would say that to-day two-thirds of the houses are frame buildings; many of them new; nearly all the white ones so; many of the colored. Desks of the right kind are still a

sad deficiency. One house has just been completed with desks, etc., all right. Every school-house in the county, but three, is provided with blackboards.

13. Yes, if it were made peremptory that the house should be located in the geographical center of the district. It would stimulate the pride and emulation of the patrons, and make the children more comfortable and have other good effects; equipping school-houses should be included.

14. My enumeration shown in my annual report of 1887, amounting aggregate to 6693 (vide report) is very nearly correct—under, if anything—being only two hundred more than last year. This is the teachers' enumeration of the past year aggregated. I will have a still more accurate term report the present school year.

15. To the first part of the question, decidedly, "no," but think the summer term should open in May instead of June. May is a better month for children than September, and more time is given Superintendents to complete the vacation labors. The last part of the question, "yes." There are towns and populous neighborhoods where the change would be beneficial.

16. Condition of 16th sections in this county cannot be ascertained. Some years ago all were leased for ninety-nine years. Since that time the court-house and all records have been destroyed, and I cannot get at it.

17. None whatever.

Works like a charm. Is advantageous in giving two schools to the best teachers; but it might be arranged that those who desired, could run their school *first two* months of the session or last two months each session, or first and last two, but never giving the middle two. The two selected should be required to be continuous and close at the termination of the months. This, I believe, would still give the teachers a chance.

I have tried to make my answers complete, but have not time to re write.

QUITMAN COUNTY.

F. M. HAMBLET, SUPERINTENDENT.

In regard to the public schools of Quitman county, would beg leave to submit the following narrative of the condition, etc., of the schools for the scholastic year ending September 31st, 1887. In the first place I am truly glad to state that there has been a considerable more interest manifested by the patrons of my schools for the last year than any previous year I have been acting as County Superintendent of Education. I have endeavored to stir up this interest among the patrons first, and then there will be but little trouble in getting up an emulation among the children to see who attends school more regular and have the best lessons prepared.

In 1885 only about four hundred and eighty-seven pupils attended the public schools of my county. This number included both races. For the year of 1886, there was something over 500, and for the year of 1887 the number was still greater.

The School Board of Education, in August, 1886, established twenty schools in the county—ten for whites and ten for colored. Only eight of the whites were taught most of the four scholastic months, while but four of the colored schools were not taught the full term of four months.

The teachers for both races were much better than heretofore. All of the white teachers but four held first grade license, and only two of the colored teachers held first grade license. I have endeavored to secure the best educators possible as teachers in my county. I paid the sum of two thousand ninety dollars and fifty cents to the teachers of my county, and all the warrants but a few, I am informed by the County Treasurer, have been paid off. The schools of my county would be much better in many respects if we could only secure better houses to teach in. In some places we are without a house suitable to teach in, and for this reason it is impossible for the schools to be taught in bad weather, and the only change I think needed in our present school law, is that the trustees should determine when their school should open. To say the school shall open at a certain time is equivalent to saying to a certain school district that they shall have no school at all. This is particularly so in the bottom, where children have to cross bayous or lakes in time of high water. The schools in my county will never be much better than they are until we can have better houses to teach in, and it is my aim to try and have a law passed by the next Legislature authorizing the board of supervisors of Quitman county to appropriate, out of the general county fund, about \$5,000 to build good school-houses in each school district in the county. After the first of March next there will be in our county treasury about nine thousand dollars of surplus money, and it would be but just to spend the greater portion of it in providing suitable houses, etc., for our schools.

There are about 4,200 acres of Chicksaw school land in my county, not including the sixteenth sections. None of the Chickasaw school land has been leased for a term of years by me, nor has any of the sixteenth sections been sold by the board of supervisors for a term of years.

RANKIN COUNTY.

WM. REBER, SUPERINTENDENT.

Questions 1, 2 and 3.—On these three questions there is a diversity of opinions existing. Some say they like the old

school law better than the new, in its workings; others say the new law is a decided improvement on the old law, while others again say, let us go back to the old paths and abolish all public schools. The better opinion however, is, (which I adopt), that the new school law is a decided improvement on the old in quite a number of particulars. It is founded on a true basis, but needs some amendment. In this communication I cannot enter into particulars, but will proceed to answer the remaining questions, in order.

4. Qualification of teachers—A decided improvement in qualification, more study, more thought, etc.

5. Defining boundaries of school districts—Ans.—The Board located the schools, but did not define the boundaries.

6. No maps of districts made.—The section, township and range of most of the schools furnish to make a county school map. Teachers and trustees are instructed to make local maps, defining district boundaries by streams of water, township and section line, each school taking one-half the distance from other schools where there are no creeks or natural boundaries. The districts are in process of completion.

7. Some new location may become necessary by increasing neighborhood, population, etc.

8. About 20. School needs assistant teacher.

9. I have an office provided, not well furnished with places to put away paper on file.

10. Effect of the present system of examination—Ans.—Good. Causes teachers to review their text-books and study for higher grades.

11. Institutes and visiting schools. The effect would be good if carried out fully. Too much travel and labor for Superintendent of Education for his pay and office business; where counties are large and schools far apart, it is often very difficult to accomplish the work, office business and outdoor work. No assistant allowed except for holding institutes; six institute districts—three white and three colored; district managers, G. B. Freeman, L. B. Errington, and Superintendent Education.

12. Condition of houses.—School-houses generally inferior buildings; school generally held in log houses, church buildings and a few ordinary frame buildings—Brandon, Steens Creek, Fannin, Cato, Goshen Springs, and a few other exceptions to the general order of school-houses; patrons and trustees too neglectful of the comfort of school children, by not providing better school-houses.

13. Appropriation of surplus school money after running school four months, etc.—Ans.—I do not think such appropriation advisable. It would be a source of endless jealousy and contention between the different school districts. Dissatisfaction would arise on account of greater or smaller appropriations made to different schools. If there should be sufficient surplus fund, let another month be given to secure the schools.

14. I am not prepared to answer this question. The statistical information to be gotten up by enrolling all educable children has not yet been carried out.

15. Relative to allowing trustees to open school any time in the year, objectionable.—I should not be in favor of allowing a change from the plan of running school together under the old system. Children were allowed to get more than their share of schooling by attending more schools than one, etc.; the present plan of districting good. A case might possibly arise where 9 square miles might form a district. It is sometimes better to let well enough alone.

16. Condition of 16th Section.—I have no correct, reliable information on the subject.

17. Ans.—None. All warrants are cashed on presentation of the warrants to the treasurer.

18. I favor continuous sessions.

SCOTT COUNTY.

J. H. GRUNDY, SUPERINTENDENT.

I have the honor to submit the following narrative report for Scott county, embodying the subject matter of the questions asked in the answers:

1. There has been a decided improvement in the scholarship and executive ability of the teachers, and a correspondingly gratifying advance in the progress of the pupils, since the enactment of the school law of 1886.

2. Change the law so as to give County Superintendents power to grant second assistants, in schools of more than seventy-five pupils in actual attendance.

3. A large majority of the people of this county favor the present system of public schools.

4. There has been a marked improvement in the qualifications and efficiency of teachers.

5. The boundaries of school districts correspond with those of Supervisors' districts.

6. No maps have been prepared showing the sections embraced in the districts, but will be, when the districts are lessened.

7. There is no necessity to increase the number of districts to give school facilities to all.

8. Only about eight county schools require more than one teacher. I am furnished an office and desk in which to file and preserve the papers of my office.

10. The effect of the present system of examination is to stimulate the worthy and eliminate the unworthy.

11. The institutes and visitations by Superintendents have a beneficial effect upon both teachers and pupils. There are three

nstitute districts ; managers, C. A. Huddleston, J. D. Davis and J. W. Preston.

12. The school-houses are generally miserable caricatures—mostly log, with but few frame, and only about half a dozen provided with desks, blackboards, etc.

13. I do not think it advisable to appropriate any part of the school tax to the building of school-houses.

14. In my opinion, my enumeration, the basis of the State distribution, is about correct. It is a little more than that made by the teachers.

15. I would not approve a change in the law, allowing trustees to open schools at any time during the year, but I would approve a change making 9 square miles the requirement of a district, provided it contained fifty educable children.

16. Our revenue from 16th sections is only a few dollars rent, annually.

17. Three months' school warrants are sold at a discount.

18. I favor continuous sessions.

NEWTON COUNTY,

J. S. SCOTT, SUPERINTENDENT.

Below find questions concerning school interest answered :

1. For the last year its workings have been more satisfactory than in previous years, so far as I know. It is a feature that we cannot well dispense with. It is of great help to any community where the people are properly informed and interested, because such communities use the free school as an aid in paying for 8 or 10 months' school. In a number of our neighborhoods, however, the people rely entirely on the free school. Its tendency in such places is to kill any effort to build or to keep up a private school. It is a hard matter to get our people to maintain our schools 4 months. In some cases the schools are too large for at least 2 or 2½ months, for the size of our houses and the accommodations; where they are so crowded we find it impossible for the teachers to do justice by them. So far as the system is concerned, we find it generally approved. But the one thing that prohibits the free school from being a power in the land is the attendance. The irregularity of pupils of course will destroy all interest in the school. I would be glad if some arrangement could be made to get the people to keep their children in school when they start. Its workings would be of far greater benefit if we could have every school-house provided with books sufficient. Whenever it becomes a fixture, that is, when the people become satisfied and look for no changes, good houses will be built, and greater interest will be taken in education, and people will avail themselves of what the free school offers, and willingly vote for 6 months instead

of four. It would be better, and I believe the people would support the schools better if the time was extended to 6 months.

2. (1st change in the law.) Let the salary of Superintendents be fixed by the Legislature and not left to the Board of Supervisors.

(2d.) I don't approve of your system of paying teachers; too much discretion left to the Superintendent, and also it is not right to place that man who has followed teaching for a number of years, making it his profession, and becoming proficient only by years of study, on a level, so far as salary is concerned, with perhaps one of his own pupils who, perhaps, may be qualified to stand the examination. I think some encouragement ought to be offered to those who propose to make teaching a profession, and are rewarded with a diploma from the best institutions of the country. Again, I think a very profitable change could be made by prorating the funds to the districts and allowing trustees to hire teachers and run the public schools just like they do their private schools, only the law setting forth the time for them to commence. The trustees, if they had the money, could hire a man to teach six months for what the Superintendent could for four.

As the examinations are now, a great many not competent to teach will smuggle through and impose themselves upon the Superintendent and communities, while a number of our honorable and best teachers will not try the examinations, and if they do, some fail because they are too honest to swindle and beat their way over some unimportant event which they learned when they were children. In the curriculum instead of Spelling, insert Algebra in first grade, and grade the spelling of the papers, and also grade upon form and style and hand-write.

I have papers in my possession, where the answers to questions are good, but the form and style of the answers are horrible for a man that proposes to teach the young. Our teachers are more defective in method and system than anything else.

3. Our people in general are in favor of the free school system.

4. Some improvement, but not a great deal. More among the colored than the whites.

5. By section lines, $\frac{1}{2}$ section and $\frac{1}{4}$ section. Sometimes by some natural division, as a creek.

6. I have.

7. I think not.

8. About 17 whites and 7 colored.

9. I have a suitable desk, and I occupy the C. Clerk's office.

10. Its effect is to fill our county with question books, teachers' examiners, and to cram teachers with an imperfect knowledge of their text books. It fails to stimulate teachers in the true direction, but it does stimulate in the improvement of the memory. Our people, as a general thing, don't like the system

of examinations. But after all, hard examinations are preferable to any other so long as you stick to the text.

11. The effect of our Institutes has been a slight improvement on the part of teachers where they attend regularly. Where the Superintendent visits only once it don't amount to but very little. If the salaries were sufficient to allow them to make frequent visits and thereby note the progress of the schools, it would probably result in much good.

11. I had 3 white, 1 colored during the winter term; 2 white and 1 colored during the summer.

12. The school houses as a general thing are in bad repair. White—25, very well furnished with desks and black-boards. About 17 without desks and about 15 without boards. A great number are furnished with ordinary church seats. Five houses are well prepared to teach in. No apparatus of any kind is used at any of the schools, except Decatur and Union and Centerville; 3 or 4 new houses are being built now. About 12 have been built within the last two years. Have six log houses, 38 frame. There are only about 15 fit to teach in during the winter.

Negro—11 frame and 11 log. Most of the colored houses have black-boards, but they are generally small. They have very poor desks. The ordinary church seat is all they have, and a great number of these are split logs, &c.

13. I do not. I think if the people knew the locations were permanent, that with a little encouragement they would build good houses.

15. I would not. Where it requires 20 educable children, I think 9 square miles sufficient; 12 is small enough in a well-settled community.

16. The 16th section funds are of little use to us. All the land sold except a very small amount—pays nothing to the schools.

17. The last 2 months.

18. Continuous sessions are what we need. We should get as many months together as possible.

I think there ought to be some provision to force teachers to bring in their registers and reports not later than 10 days after school closes.

Teachers ought to pledge themselves to follow the profession so many years if they desire full salary. Too many teach for mere convenience and past-time—they have no interest in building up good schools. They don't try to improve themselves in teaching, take no interest in the Institutes, &c. I think every child ought to get so much of school fund, if used within certain limits; if not it reverts back to the general fund. The age ought to be from 8 to 18.

I think it best to pay by the average, say \$2.00 per scholar for 1st class teachers.

The above is gleaned from my experience for the last two years.

The 14th question I cannot answer just now.

SHARKEY COUNTY.

JACKSON KIRKMAN, SUPERINTENDENT.

I have the honor to return the following replies to questions contained in your late circular letter to County Superintendents :

1. The workings of the Public School system, in Sharkey county, are not very gratifying to the interested observer, on account of the ignorance of a great majority of school patrons and their want of appreciation of the importance of having good instructors for their children. The majority of the patrons (and teachers) seem to think that Public Schools were established to give employment, and pay to such of their needy friends as propose to teach, regardless of any special qualification for the business.

2. Some salutary changes might be made in our school law, but, in accordance with your instructions, this paper must be forwarded by the next mail, and I will not undertake to point them out, without more mature deliberation than this will allow.

3. Persons who deny the right of the State to compel one citizen to pay for the education of another's children may still be found in Sharkey, but there is little articulate objection—probably on account of the futility of opposition.

4. There is marked improvement in the qualifications and efficiency of teachers, in individual cases, though but little general improvement has been made.

5. The County School Board defined school districts by designating what sections and fractional sections should compose each particular district.

6. I have prepared a sectional, and, in a measure, a topographical map of my county, which shows school districts.

7. Four or five more schools are required in my county, to give convenient school facilities to all, but it is not practicable to establish them now, in view of the scarcity of funds and teachers.

8. Fourteen of my schools will require assistant teachers; the law entitling some of them to assistants, and two of them to two assistants, and two of them to three.

9. Neither I nor any of my predecessors have ever been furnished with an office or desk. In my reports I have called the attention of the Board of Supervisors to the law requiring them to provide such office and desk.

10. The effect of the present system of examinations has

been to convince the Superintendent that most of the applicants would rank low as pupils in such primary schools as he attended in his boyhood. It has also aroused some teachers, more or less old in the profession, to a consciousness that they know nothing appreciable, and stimulated them to a late effort to acquire some knowledge at least, of the rudiments of the various branches commonly taught in Public Schools.

11. 'The effect of Teachers' Institutes, properly and regularly conducted by competent Superintendents, would undoubtedly improve our school service indefinitely. These cannot, however, be systematically and properly conducted, in my county, during the winter term, when all, or nearly all the schools are in operation, by reason of bad roads and comfortless places of meeting. I have but three Institute districts. I attach great importance to school visitations, and, if paid a salary that rendered me independent of other employment, would devote the greater part of my time to this duty. An official visitation by a wide-awake, intelligent Superintendent stimulates pupils, teachers, trustees and patrons to renewed effort and interest, besides leading to the correction of abuses and foolish methods, and to beneficial suggestions. I do not expect any rapid improvement in our public school system, until some way is devised of procuring for the counties faithful, competent Superintendents, largely increasing their powers and liberally paying them for devoting their time and attention exclusively to the service

12. The condition of school houses in this county is painful to consider. There are but three or four that are tolerably comfortable in hot or cold weather. The schools are generally taught in dilapidated churches, cotton houses and the like. With the exception of five or six, all are, I believe, provided with a blackboard, more or less rude and worthless. None of them have desks, maps, charts, globes, fraction spheres, or, indeed, any kind of school apparatus.

13. I certainly think it advisable to empower the County School Board, in Sharkey, to appropriate to building and furnishing school houses all of the school tax alone, what is required to support the schools for four months. A law to this end should be passed as soon as the Legislature meets, and should take effect from its passage, in order that the county may secure its benefits the coming year. As I believe respectable surroundings have a refining and civilizing tendency, I do not think school houses can be made too elegant. Beautiful and imposing school houses, churches, court houses and other public buildings are generally regarded as the effects of civilization. I am inclined to place them among its causes. The vulgarian who swaggers and blusters around in his filthy village tavern would be awed into some decency of behavior by the splendors of the Fifth avenue parlors. So long as the rustic Mississippian spends his boyhood in puncheon-floor school

houses, will be, in manhood, be tried for low and disgraceful deeds in dingy, deal-bench court houses.

14. The enumeration given in my annual report was taken from teachers' returns: I am sure it is more nearly correct [than that reported by the county Assessor.

15. I would certainly approve a law, leaving the matter of opening schools with local trustees, by and with the advice of the Superintendent. The conditions at the several schools are too various for a general regulation. I also think 9 square miles sufficient for a school district, provided they contain 50 educable children.

16. But three 16th sections in this county yield any appreciable revenue, and these but a fraction of what they should yield. The control of school lands should be taken from the Board of Supervisors—a kind of county legislature, irresponsible and above the law, as it were—and placed in the hands of the County Superintendent, under sufficient bond and restriction.

17. None.

18. My opinion is decidedly in favor of continuous sessions.

SIMPSON COUNTY.

T. R. GOWAN, SUPERINTENDENT.

DEAR SIR:—I herewith enclose brief answers, to questions propounded in the hereto attached circular, as follows:

1. It has become the almost exclusive system of education in this county (not more than 3 or 4 private schools, and they of little note, and smaller attendance being kept up,) and the system works well, as far as we are financially able to run it.

2. More money is needed, and Supervisors ought to be required by law to place money enough in the treasury to run the schools 5 months at least. Patrons and trustees ought to be allowed to select the months during which they will run their school.

3. With rare exceptions, the sentiment is favorable to the free school system.

4. Under the new law, I think I am safe in saying teachers have improved at least 25 per cent., if no more.

5. The board is locating school districts. Simply defined the subdivision, section, township and range on which the school house is located, and placed the sites from 4 to 6 miles apart, embracing all educable children within the area nearest the school site, and not cut off by impassable obstructions.

6. Have not prepared maps showing section, etc. Owing to the fact that it was thought many of the districts would have to be changed after the 1st year, (which was the case) and now for the 2d scholastic year, it is intended to make such maps.

7. I do not think any increase will be necessary, beyond what might be done under the present law requiring 12 square miles in a district.

8. Not more than seven, (maybe less.)

9. I furnish my office and desk; have never applied to Supervisors for either.

10. Eminently good. Some few teachers, etc., complain; but the majority are not averse to the system.

11. The Institute system is good and has a beneficial effect. Visiting the schools also has a beneficial effect. More visits than one would be desirable and beneficial, but Superintendent's pay is too small in this county to even justify one visit. I would suggest that a better way would be to pay the Superintendent so much for each visit, not to exceed two during the term, and require of him certain duties on each visit. I have four Institute districts—three white and one colored. Could not have more on account of not having the required number of teachers (ten) to each.

12. Houses in good condition—frame buildings 27, log houses 12; all provided with desks and black boards, but some of them very common.

13. I do not favor appropriating anything to building houses, etc. Patrons ought to do the building from their private resources.

14. It is evidently not correct. There are more than 3,518 educable children in this county. It seems to me that trustees and Superintendent could get up a more correct enumeration than assessors. The report of trustees, to be approved by Superintendent and County School Board.

15. It think it would be best to allow trustees to open their school at any time during the year that would best suit their interest and convenience in withdrawing their children from daily labor to put them in school. I know it to be a fact that in August and September the schools run down to almost nothing, and some of them did not run at all during the fourth summer month--and where they run into March (winter term), the attendance was small. There could be no objection to reducing districts to nine square miles, where they number fifty educable children.

16. The sixteenth sections of this county are practically yielding no income which is available. Some of them have been sold; and the notes for the purchase money are now in the treasury, amounting to some \$500, but it is doing those no good to whom it belongs.

17. This year I had enough to pay the first month and one half of the second month—the balance of the second, third and fourth months will be paid out of the incoming revenue from poll tax, three mill levy, etc. It is likely most of these warrants were sold at a discount of 95, down to 60 cents, according to month.

18. There is no question but what continuous sessions yield more substantial benefits, but in an agricultural country, where the masses are poor, and require the services of their children, as here, they will not spare them for four months at any one time, as practically demonstrated during this year.

Institute managers: white, for 1886-'7. Jas. McDonald, R. A. Whitfield, L. B. Loflin; colored, J. N. Robinson. Have not yet appointed for 1887-8.

SUNFLOWER COUNTY.

CHAS. S. M'KENZIE, SUPERINTENDENT.

1. Workings of the public school system in your county.
2. Change, if any, required in the school law to render it more effective in its operation.
3. Public sentiment of your county concerning the system of public schools.
4. Improvement, if any, in the qualifications and efficiency of teachers.
5. How did your county school board define the boundaries of school districts?
6. Have you prepared maps showing the sections embraced in such districts?
7. Will it be necessary to increase the number of your school districts to give school facilities to all?
8. How many of your country schools will require more than one teacher?
9. Are you furnished an office and desk in which to preserve the papers of your office?
10. Effect of the present system of examinations.
11. Effect of Institutes and visitation by Superintendent.
12. Condition of school houses—number of frame buildings; number of log houses; number provided with desks, blackboards, etc.
13. Do you think it advisable to empower the supervisors and County School Board to appropriate to building school-houses a portion, or all, of your school tax above what is required to support the schools for four months?
14. In your opinion, is your enumeration—the basis of the State distribution—correct? How does it compare with that made by teachers?
15. Would you approve a change in the law allowing trustees to open schools at any time during the year? Also, making nine square miles the requirement for a district, provided it contained fifty educable children?
16. Condition of your 16th sections.
17. How many months' school warrants must be sold at a discount in your county?

18. Your opinion of continuous sessions.

Answers to the questions above attached :

1. Very good.

2. I would suggest that the law should be changed so as to allow the patrons and trustees to say when the schools should open and close.

3. The white people of my county have, heretofore, been taking but little interest in the public schools, so that I hardly know what they do think of the present system. They are beginning now to take interest in the schools, and I hope to be able to make a better showing in my next annual report.

4. There is considerable improvement as to the qualification and efficiency of teachers.

5. Some of the school districts were laid off by sections, townships and ranges, and some of them by limiting them to a certain distance from a certain point.

6. I have not.

7. It will.

8. Three or four.

9. No. Our county has been in debt, and being comparatively a new county, I have not demanded it.

10. I think it very good except that the time for the examination is too limited.

11. Good. I have only two Institute Districts—one white and one colored.

12. Condition of school houses bad, schools being taught in churches or cabins.

13. I do.

14. I do not. Teachers' reports show a great many more educable children in the county than that upon which our distribution is based.

15. I would approve a change authorizing trustees to open schools at any time during the year, but I think twelve square miles is a good requirement for a district.

16. Our 16th sections are nearly all wild lands, so that we do not reap much benefit from them yet. They are beginning to be taken up now, however, and are becoming more valuable.

17. Perhaps half of the fourth months' warrants will have to be paid out of this years' school funds.

18. I think that ought to be left with the trustees and patrons.

SMITH COUNTY.

J. T. WATKINS, SUPERINTENDENT.

Herewith I enclose you my narrative report. I answer as follows :

1. The public school system of this county is working moderately well—as well, at least, as could be expected under nearly entirely a new law. I think, if intelligently executed, the system will work well after the people get used to the new law.

2. I don't think there are any changes necessary to be made in the law. I think the law is as good as it can be got. There is no school law that will suit everybody.

3. Public sentiment in this county is somewhat averse to the system of public schools. By some it is looked upon as almost an unmitigated evil. They want the free schools abolished. But it is gradually growing into favor.

4. The qualifications and efficiency of teachers of this county have greatly improved during the last year.

5. The county school boards defined the boundaries of districts by taking the names of educable children belonging to the districts.

7. It will not be necessary to increase the number of school districts to give school facilities to all.

8. About 10 schools will require more than one teacher.

10. The present system of examinations has a good effect.

11. The effect of teachers' Institutes is not very good in this county. The teachers do not like to attend, and they always get up a good reason for not attending. Some of them say that if a teacher does not know enough he ought to go to school. I think visitations by the Superintendent have a very good effect.

12. There are about ten school-houses that are frame buildings, and about the same number prepared with desks. About one-half of all the school houses in the county are prepared with blackboards.

13. I don't think it advisable to empower the board of supervisors to appropriate to building school-houses. I would be satisfied if they would make a levy sufficient to run the schools four months.

15. I would not approve a law allowing the trustees to open schools at any time of the year.

16. There are about 1300 acres of the 16th section unsold.

17. Some over one-half of the school warrants issued the last scholastic year are unpaid. Some sell their warrants, and some keep them.

18. I am in favor of continuous school sessions.

TALLAHATCHIE COUNTY.

J. L. M'CORKLE, SUPERINTENDENT.

1. While the public schools of our county have done much toward the education of children, it has by no means accomplished what it might have done under different management.

2. I can suggest none at present. The school law as it stands is good if properly executed.

3. Public sentiment is divided. The greatest dissatisfaction is among those who take least interest in its workings.

4. The new mode of examination of teachers has brought about a spirit of investigation among them, and some improvement in qualification.

5. By no definite rule.

6. No maps have been prepared.

7. In some parts of county, especially in valley country.

8. Ten schools require assistants.

9. I am furnished with desk.

11. I have just commenced Institute work, and of course can give no definite answer. We have four districts.

12. Houses are insufficient to accommodate pupils as should be.

13. The fund in our county would not allow it.

14. If any difference, it is not full enough. I think there are many children in county never reported.

15. I would favor establishing a district wherever fifty educable children could be found.

16. Most of the fund has become extinct.

17. Two months.

18. I favor continuous sessions.

TATE COUNTY.

J. F. DEAN, SUPERINTENDENT.

I herewith submit my "narrative report" as requested by you. I shall simply answer your questions without repeating them.

1. and 2. These questions will be answered in some of the questions following.

3. Some men who are rich in this world's goods, and poor in children, oppose public schools, using the old cry, "every man should educate his own children." With this exception, our people are strong advocates of public schools. There is some opposition to the school law, but a large majority of our people recognize its great improvement on the "old" law.

4. There has been a steady improvement in the qualifications and efficiency of the teachers of this county, for several years, but that improvement has been more marked during the last twelve months, than ever before. The growing demand for good teachers, and a willingness on the part of patrons to supplement the salaries of such, is showing, beyond a doubt, that sleepy, dull and inefficient teachers will soon be banished from the school-room, and that live, energetic teachers—professional teachers—will be more in demand each year. Teachers now see that they must either study or retire.

5, 6 and 7. The County School Board made more districts than a strict construction of the law would warrant; hence, it

will be unnecessary to increase the number of school districts in this county. I have maps showing the location of each school, and the school districts of the county; but I do not think my predecessor in the Superintendent's office, prohibited pupils from attending schools outside their district.

8. More than half the public schools in the county require an assistant teacher for part of the session. The attendance in country schools varies greatly, and more teachers are needed in January, February, July and August than at any other period of the session.

9. Yes.

10. Yearly examinations do much good; not only young teachers, but the most experienced and scholarly review their text books, and carefully prepare themselves for examination. Anything that makes teachers study has a wholesome effect upon the schools. First-class teachers make first-class schools. The present system of examinations, is, in my opinion, the best that can be devised, even if it has some defects, although some people, who fail to secure positions for their impecunious relatives, who fail on examinations, are not very desperately in love with it.

11. The Institutes have done much, both in the way of improving teachers and in interesting the public in the cause of education. I would suggest that in addition to the Saturday Institutes, arrangements be made for an Institute for each race, to be held under the direction of the County Superintendent, or of some teacher appointed by him, and that each of these Institutes continue at least two weeks, and be held just before the September examinations. The effect of the visitation of the Superintendent upon the schools, depends entirely upon the Superintendent. The visitation of schools by a progressive, energetic and enthusiastic Superintendent, certainly accomplishes much good. The true teacher is stimulated to better work, the false teacher is shown up in such a way that he must do better or stop teaching. In this county there are five Institute districts, three white, two colored. Thos. H. Porter, Arkabutla, Miss., is manager of first, white, district; H. A. Ingram, Senatobia, Miss., is manager of the second, and J. S. Hudson, Independence, Miss., is manager of third district for whites. W. W. Jean, Senatobia, is manager of first district for colored, and G. W. Jones, Cold Water, is manager of second district for colored teachers.

12. One of the greatest obstacles to educational progress, is the wretched houses in which the children are compelled to attend school. Most of them are poorly constructed of cheap material, and very few have desks or black boards. Five comfortable school-houses have been built within the last eighteen months, but there are not more than a dozen good school-houses in the county. The houses used by the negroes are in a

wretched condition, and as the negroes are poorly clad, much suffering and sickness necessarily results.

13. I do not think it practicable, or advisable to expend any of our scanty school fund in building school-houses; but no high degree of excellence will be attained in our schools till better school-houses are provided. This matter should receive the attention of our law-makers, and some plan be devised for securing suitable, or at least comfortable, school-houses.

14. The enumeration of the children of this county is generally believed to be incorrect, but a failure on the part of many teachers to report the number of educable children in their school districts, renders it impossible for me to speak with accuracy upon this subject.

15. I would prefer making the change in the law, allowing trustees to open schools at any time during the year, the exception, rather than the rule. I think all the schools should open at the same time, unless there are good reasons for not doing so. In that case the trustees, together with the County Superintendent, should have the power to open schools at any time during the school year. I think the County School Board should have the power to create school districts, containing not less than nine square miles, whether these sections have more or less than fifty educable children.

16. We have no sixteenth sections for schools.

17. No warrants are sold in this county. Teachers draw their full salaries in money, not in script.

18. I am a strong believer in continuous sessions. Only in counties which have a public school term of more than five months should the trustees be allowed to divide the term into a summer and winter term.

TIPPAH COUNTY.

CHAS. M. THURMOND, SUPERINTENDENT.

Herewith I hand you report for the scholastic year of 1886-'87, as far as I have been able to make out from the data in my hands. It is not as full or as accurate as I would like for it to have been, but it is the best I could get up, having but little to work upon, the papers of the office, and the reports especially, being out; however, I send it on with the expectation of having the next one better. I now will give you my report on the circular letter sent out some time ago.

1. The workings of the system, so far as I have been able to find out and judge, have been a very great improvement on the law as it stood in the code of 1880.

2. The only change I would suggest is that "impassible barriers" and "to great distance" be defined, and limited in their scope.

3. Sentiment is changing in favor of the law, though there is some complaint that the 4 months have to be taught in one term.

4. The improvement in the teachers has been very gratifying indeed, and the standard has been raised. The examinations in September were much more satisfactory, and a great improvement upon those of May.

5. By sections and quarter section lines.

6. Have not, as it is probable that some of them will be changed.

7. Think not.

8. About 6.

9. Am not—use my own office; am furnished with a secretary or small desk, but it is not large enough to file the papers of the office in. I file the papers away in boxes.

10. Excellent, I think the September examinations were more appreciated than those in May.

11. Can't answer. 3 managers.

12. Can't answer.

13. Do not.

14. Nearly so. The teachers were not required to make out the census.

15. No. Would not favor reducing the number of square miles to less than 12 square miles.

16. Am not prepared to answer. A large portion has been lost and wasted.

17. About half.

18. Continuous sessions are no doubt the best and more advantageous to the children, though it does work a hardship upon some of those in the country.

The workings of the schools in this county please all, with perhaps one exception, and the trouble with that one is that he cannot run the Superintendent's office and all the schools besides.

TUNICA COUNTY.

S. F. POWEL, SUPERINTENDENT.

I have the honor to report to you as per your list of questions as follows :

1. That the public school system is not a success. It is almost impossible to get the parents to send their children to school; ninety-nine per cent. of the parents being colored and uneducated, they do not seem to realize the advantage of same.

2. The law should be changed in this, Tunica, county so as to allow the School Board to establish school districts when there are less than twenty-three children residing in said district; the physical condition of the county and small population require same.

3. The present law is unpopular in this county.
4. Can see no marked change in qualifications of my teachers.
5. School districts are generally defined by the section lines, sometimes by natural boundaries, lakes or bayous, also giving the numbers of the sections of land contained in such district.
6. I have not prepared maps showing school districts.
7. We have about as many districts as we can under the law. It works as a hardship on some of the children. As an instance, Bordeaux Island consists of five or six sections and fractional sections of land, and is in the Mississippi river, with twelve or fifteen children living on same.
8. I have a large table with drawers in same in which I keep papers belonging to the office
9. Twelve of the schools require more than one teacher.
11. We have two Institute districts, one white and one colored. Mrs. J. C. Bowers is the manager for the white, and J. M. Hall of the colored.
12. We have sixteen school houses (frame). Most of them are in bad repair. The balance of the schools are taught in churches or other buildings that do not belong to the county. The most of the schools have desks and black-boards, but of a very primitive kind.
14. So far as this county is concerned the trustees should have the power to open schools at any time that they see fit. Nine square miles would do for a district, but 50 children are too many to require to live in them, or there should be an exception allowing 10 or 12 children to be enough when there is an impassable water or mud barrier. We have swamps here that you could not call water barriers, but they are impassable in wet weather, or where the distance is too great
17. No warrants were sold at a discount last year, and none will be, I do not think, this year.
18. A continuous session does not do well in this county. If the schools commence in the month of November, most of the children are needed in the cotton patch to pick cotton. If in June, the same reason stares you in the face—they have to hoe or work in the cotton patch.

UNION COUNTY.

M. F. ROGERS, SUPERINTENDENT.

Replying to interrogations sent out by you would say:

1. The Public School system is working very well in our county.
2. Have no suggestions under this head.
3. Public sentiment has been decidedly against the system; it is undergoing a radical change however.
4. There has been a marked change for the better in the qualifications of the teachers as a mass.

5. Our school board absolutely refused to set apart certain sections to each school, or to define bounds. Held that the children had a right to go anywhere they chose, so they did not go more than four months.

6. Have not.

7. It will not. We already have too many schools.

8. About fourteen.

9. Yes.

10. The effect of the present system of examination is good. The only trouble seems to be to keep them from imparting information to each other.

11. The effect of "Institutes" is *the best*. I know of nothing more beneficial to the teachers than the "Institutes." If you learn the teacher improved methods he will impart them to the students.

12. The general condition of school houses is bad. The number of frame buildings is 61. The number of log houses is 35. The number provided with desks 8. The number provided with blackboards 13.

13. I do not. We have no surplus. We had a surplus of \$1,200, that had accumulated in the past three years; but it was applied to old outstanding indebtedness.

14. My opinion is that the enumeration is 800 or 1,000 too small. The reports of teachers show nearly all of the educable children in school, which I know is untrue.

15. I see no serious objections to allowing trustees to open schools whenever they choose. I think it would be well enough to make school districts three miles square, and make it obligatory on the school board to define boundaries.

16. We have no sixteenth sections belonging to the school fund.

17. We pay on 1st, 2nd and 3rd months warrants, and $\frac{1}{3}$ of the 4th month's.

18. I am decidedly in favor of continuous sessions.

With some few minor changes I think the school law *good enough*. The law aims at something, and that is more than the *old law* did. If its provisions are strictly carried out it cannot help but result in great good to the State.

WARREN COUNTY.

W. F. MCINNIS, SUPERINTENDENT.

1. Our schools in the county are conducted for four months and they are generally doing good work, considering the absence of books, desks, blackboards and other appliances usually found in schools.

2. The members of the county school boards should be paid for their services, as are those of the Boards of Supervisors, out

of the general fund, and they should meet when called together by the presidents, at other times than that prescribed now by law; they should have control of the school buildings belonging to the counties, and have power to levy a tax to keep these houses in repair; this tax to be called "School House Tax," to repeal section 41 school law, and select the school sites—dispensing entirely with "Line Schools."

In answer to your fourth question I state that the teachers are more efficient, improving to some extent, in their methods.

5. The county school board locating areas around the schools established; each area estimated to contain not less than twelve square miles around the colored schools, and more around the white schools.

6. No maps have been prepared.

7. We have school districts enough.

8. There are sixteen large colored schools wherein the principals need assistants.

9. I have a good office, suitably arranged to transact my official business.

10. Staggering: I think each County Superintendent should prepare the questions and fix the days for the public examinations.

11. The Institutes are good, though in my opinion they should be held on other days than Saturdays. Don't object to visitations. I had last term only three places where I could hold institutes satisfactorily, viz: two in Vicksburg and one at Oak Ridge. The managers were Messrs. R. W. Tapp and F. D. Welbur, of the white Institutes, and W. H. Reynolds, (colored) of the colored.

12. With few exceptions our school houses are in very bad condition, and are mostly negro churches—few have desks—all styles of architecture; but none log houses.

13. No, except as suggested in answer to question No. 2. I want all the money derived from *all* sources thrown into the teachers' fund, so that the children can have more than 4 months tuition.

14. The county's enumeration of 1885 is nearly correct; those of the teachers last term, incomplete and unsatisfactory.

15. No. I would not. (2) I have no objection.

16. Three leased. Interest from one, run four schools 2 months each, beyond the regular term, 4 months. All the other 16th sections were leased before the war.

17. Those issued in the 3rd and 4th months, though very little.

18. Decidedly in favor of continuous sessions and of the schools opening on 1st April each year. By this change, after the 1st year the teachers could cash their warrants at date,

I am also in favor of the County Superintendents holding office for four years, and of their appointment by the State Board being final and conclusive and without any confirmation by the Senate. On the whole I am pretty well satisfied.

WASHINGTON COUNTY.

STEVENSON, ARCHER, SUPERINTENDENT.

Enclosed find statistical report to which are subjoined the following :

1. The public school system is developing a greater interest in education, and working more and more smoothly from year to year.

2. As little change as practicable is desired. As it now exists to apply the 20 children clause rigidly will practically shut off nine tenths of the whites who are sparsely settled and yet bear brunt of taxation.

3. Public schools with no prejudice for or against any special system are in general favor.

4. Under the rigid examinations we are able to notice a marked improvement in qualification of the teachers.

5. Boundaries not defined with any accuracy. Schools were apportioned to each supervisors district according to respective population and sites of schools designated so as nearly as possible to comply with the letter of the law.

6. No maps prepared to show.

7. Some increase necessary.

8. Ten.

9. Have an office at court house with desk and paper case.

10. The present system has spurred to greater effort.

11. Institutes seem to beget a healthy stimulus and much interest manifested in them. All parts of the county being bound together by rail, I have established two Institutes, one for whites and one for colored, at Greenville. The colored is divided into four sections. By this means I can attend all of them, besides being more convenient to teachers.

12. School-houses in bad repair; all frame; all have black-boards and benches.

13. As far as this county is concerned it would be impolitic to use the money other than for school purposes.

14. Owing to rapid emigration our county enumeration falls short of the fact. The teachers' enumeration was confined in main to actually enrolled scholars.

15. I would not recommend any change in the law here except to allow the merging the two terms into one to suit the sections.

16. Such as were not long ago sold are being brought into cultivation and rented.

17. None.

18. It is the one way to get the full benefit of the four months taught.

Let me urge as little tampering with the school law as possible by Legislature. It was a little steep in grade at first, but we are getting used to it now and another change would be discouraging.

WEBSTER COUNTY.

J. E. CLARKE, SUPERINTENDENT.

I beg leave to make the following narrative report of the schools of Webster county :

1. The public school system is working well in this county.
2. To make it more effective I think the free term should begin in December, and every school in the county commence at that time and all close on the same day.
3. The public sentiment of the more intelligent class is in favor of the continuance of the same.
4. Grand improvement. They are at work to improve themselves and the examinations push them up.
5. We did not define the boundaries, but located according to neighborhoods.
6. I have not.
7. No.
8. About 20.
9. I have.
10. Good. I think it a grand success and am well pleased with it.
11. Institntes are good ; (b) also the visitation of schools ; (c) G. C. Halbrook, W. J. Taylor.
12. Nearly all our school buildings are bad and not furnished with black-boards, desks, etc., as they should be.
13. No. We have no surplus.
14. About the same.
15. (a) No. (b) I would favor nine square miles.
16. We only have about \$98 on this fund; the other has all been squandered.
17. Nearly all.
18. I am of the opinion that it is best to have continuous sessions.

Additional—I would approve the Legislature passing an act fixing the pay of County Superintendents instead of having it fixed by the board of supervisors, for the board frequently has men on it who have no educational qualifications wlat ever and do not know what such services are worth.

WAYNE COUNTY.

TRUMAN GRAY, SUPERINTENDENT.

I herewith submit my narrative report for the year ending September 30, 1887.

1. The public school system works very well.
2. I have no suggestions to make concerning changes.
3. There is sentiment for and against it.

4. There has been improvements in teacher; in some cases it is marked.
5. By locating in communities sufficiently far apart to cover 12 square miles, without conflicting with other districts.
6. Have not.
7. It will be necessary to increase the number of districts.
8. Six.
9. Have desk and office, kept in sheriff's office.
10. Effect is to eliminate the incompetent and secure better teachers.
11. To stimulate teachers to study and better work. Have two Institutes. Managers, J. P. Seabrook, J. T. Lippincott.
12. Ordinary; number frame buildings, 10; log houses, 30; provided with desks, &c., 6.
13. I do not think it advisable.
14. I think enumeration, the basis of State distribution, too small.
15. I think it, under the present law, unadvisable. No objections to making nine square miles a district, on conditions named.
16. This money is loaned, interest paid annually and applied to teachers' salary in 16th section schools. The schools and fund are managed by trustees.
17. Our warrants are not discounted.
18. I believe the interest of our schools calls for continuous sessions.

WILKINSON COUNTY.

THOMAS W. BROWN, SUPERINTENDENT.

The public school system in Wilkinson county, in some respects, is gaining favor. It is the sole dependence of a vast majority of our people for education. The higher value placed upon examination of teachers, made a scarcity of available teachers; consequently about twenty of the schools were vacant. The appreciation of the cause of this fact was some compensation in the minds of the patrons of schools for the fact itself. This fact also gave us an opportunity to overtake a deficit in the school funds, growing out of the delay in collecting taxes. While the fund has always been on hand at the end of the year, teachers were obliged to have money before that time, and consequently warrants went on the market. Our fourth month warrants for summer term sold at 95 cents. This is a great improvement, and will itself be improved next year. There will be a surplus in January, before the January distribution. The school assessment this year is five mills. Though the whole number of schools will take more money next year, we hope to be able to bring warrants up to par value. The teachers hitherto have been the victims of speculators,

2. If the law could be made to give large tax-payers, isolated by their broad acres from white neighbors, a *pro rata* of school funds, the taxes would be more cheerfully paid. If the census could be taken from the hands of the teachers and placed only in the hands of the assessors, the object would be accomplished. Many of our teachers are young ladies who are quite inefficient as census-takers. Let the census be strictly taken every two years, of educable children, by the assessors. Our census was taken in 1886.

3. There has been considerable prejudice against the system by the larger tax-payers and a certain class of religionists. As stated above, there is improvement and more confidence.

4. The average qualification of teachers licensed is decidedly improved. After schools opened a number of schools were increased so much that we had to admit teachers of inferior qualifications as assistants, who could not stand the examination and therefore were not graded. This, to prevent absolutely throwing away the work of principals. The scarcity of teachers has quickened the apprehensions of trustees and patrons, and they will look ahead for providing teachers.

5. The County School Board, on account of the varied topography of the county, did not think it best to distinctly mark out and define the districts. It seemed an impossibility.

6. Consequently there are no maps possible.

7. Not unless the law is made to allow isolated white families who can not muster twenty children, or forty five, a part of school fund.

8. Fifteen colored and one white.

9. Office and desk furnished.

10. Some complaints are made and carpings heard, but the teachers are greatly stimulated to become more thorough. I think the complaints are groundless and the questions good, and am a little sorry to see a modification indicated toward a simpler character in the questions. The making of the *number* of questions less, and the time of examination *shorter*, is a good idea.

11. The institutes have good effect on the colored teachers, but the whites generally are so far scattered that they prefer a fine to the journey. The principle is good, and the institute will become more popular on acquaintance. The visit of the Superintendent have been of vast benefit. The thought that he may drop in any time, keeps teachers and pupils more interested.

12. Our houses are generally furnished by the patrons—about half of them log houses, many of them churches, and most of them shockingly destitute of proper furniture in the way of desks for penmanship, black-boards, maps, etc. In my visits and through the press, I have been stirring up the minds of the people and think good is accomplished already. No one has ever stirred them before, on the subject. They are waking up, consequently, in answer to.

13. I think we had better wait and see the effects of stimulus rendered by visiting schools before any funds shall be appropriated from the treasury, which are not necessary for the four months.

14. The vacant schools and the inefficient census-takers found in our teachers, renders a comparison, as yet, impossible—returns not all in. I think there are a good many more children than my, or the assessor's enumeration.

15. No, let the law remain; nearly everybody would want it to begin in one of the spring months. This would crowd Superintendent's visits into one term and render them less certain and efficient. Besides, it would destroy uniformity of date in our pay certificates and reports. The winter term to begin in November, and summer in June, is a good enough arrangement. Private schools run all winter, and some nearly all summer.

The negroes prefer the summer to all other seasons, for school.

I see no objection to the nine-square mile suggestion. It would make the law more elastic in one direction. But I think fifty children too many to require for a district if twelve square miles are adhered to.

16. Our 16th sections have been lying undisturbed, and the funds which once accrued are supposed to have been lost by the financial crash during "the war." Funds were not sufficiently secured, and when the ninety-nine years are out, we will "see about it."

17. About two-and-a-half months' warrants were discounted this year. We hope not more than one next year. The first month of winter term, however, will not be paid until January next.

Congratulating the State on what I think is the best school law she has ever had, I respectfully submit the above remarks.

WINSTON COUNTY.

N. J. FOX, SUPERINTENDENT.

I failed to get anything in the Treasurer's monthly settlement that I thought could be of any service. As to money, there was none. He has to make full report at the end of the year. It makes an awkward joint to commence the scholastic and the financial year at different times.

Some of your questions I can answer, some of them I can't.

1. I believe they are becoming more satisfactory as the people become more familiar with them.
2. See answer to 15.
3. See answer to 1.
4. I think an improvement is observable.
5. In some cases by section lines, in some by neighborhoods.

6. Maps for some, but not all.
 7. We thought it necessary to do that.
 8. Not more than 4 or 5 whites—more colored.
 9. I am.
 10. To make some teachers more thorough, and to exclude some of the best.
 11. To stimulate interest on subject of education. The teachers in this city chose to meet all at one place.
 12. Some frame and some log, but I cannot now say how many of each.
 13. This county is silent on that subject.
 14. The fullest number that I have been able to get up is 4,057,[†] but persons who seem to understand what they are talking about, say that is short by 1,000 or 1,100. Our teachers' reports are not at all to be relied on.
 15. This seems to suit farming communities best. They know best what suits them. As to the nine square miles I doubt some places.
 16. A few townships have a little—none much.
 17. The third and fourth. Some of the second.
 18. In my opinion, continuous sessions are best for those who can attend them, but farmers' boys can't make four months between work times, particularly in the summer.
- I have thought of suggestions that have occurred to me in the course of business, but they do not recur to my memory now.
- [†] This number is of several years' standing.

YALOBUSHA COUNTY.

W. T. WYNN, SUPERINTENDENT.

In compliance with your special circular requesting a narrative report on certain points of the new school law, I herewith submit the following:

1. Workings of the public school law in my county?
It has worked decidedly for the better in every respect.
2. Changes, if any, required in the school law to render it more effective in its operation?
I know of none, unless some compulsion for attendance, and some uniformity in text books could be had.
3. Public sentiment concerning the system of public schools?
At the first enforcement of the system there was considerable kicking, owing to the ignorance of its workings, but at present, there is general satisfaction, so far as I have been able to learn. Of course there will be some who have been disappointed in obtaining license, and some patrons who have failed to get their choice of teachers, that will grumble for awhile, but even that wears away.

4. Improvement in the qualifications and efficiency in teachers ?

The improvement has been wonderful, both as to learning and executive ability. My teachers are at least fifty per cent. ahead, in both respects, of what they were two years ago, and they get through with their examinations much quicker, easier and better, and all are highly pleased with the workings of the law, except that they object to being examined every year. They think that the license should be good for a longer time.

5. How did the School Board define the boundaries of school districts ?

By section lines.

6. Have you prepared maps showing the sections embraced in such districts ?

I have not as yet, but they are being prepared.

7. Will it be necessary to increase districts to benefit all ?

It will not.

8. How many of your country schools will require more than one teacher ?

About 10 or 15.

9. Are you furnished with office and desk ?

No, but suppose that I will be.

10. Effect of the present system of examinations.

Good. It makes the teachers study and prepare themselves, and keeps all off who do not expect to make teaching a profession.

11. Effect of Institutes and visitation by Superintendents.

How many districts have you and names of managers ?

Institute meetings are very improving and beneficial as well as social and interesting. I had two districts last year, one at this place and one at Water Valley ; R. F. Preston at Water Valley and J. B. Clayton at this place. I will have three this year. I will have one at Oakland under Prof. G. E. Critz. I have conducted all of the colored Institute meetings myself. The visitation of the Superintendent, I think, is the most powerful stimulant and works up great interest both in the teachers and pupils. I never let them know when I am coming, and in this way I keep them all the time stimulated.

12. Condition of school-houses, etc.

The condition is wretched, but owing to my lectures, entreaties, and sometimes threats, there is considerable interest being manifested and considerable improvement going on. It takes time to make a successful revolution. We have no frame school-houses except in the towns and but few log houses, churches, nine times in ten, being used for teaching. None, save in the towns, are provided with desks, but nearly all have very good black-boards.

13. Do you think it advisable to empower boards of supervisors to appropriate a part of the money for school-houses, etc ?

I do in counties where they have a surplus of money, but in

this county where valuation of property is so low and so many children to educate there is never any money left, and a high tax always necessary to run the school four months. And while on this point I might throw out a suggestion to you that you might see a chance to use, which is this: The unequal appraisement of property in this county, and many others in the State, is one cause, and the main cause of dissatisfaction with the State government, and the reason of high school levies and the shortage of funds. In our county the property valuation has decreased one hundred thousand dollars since the last assessment, and the increase of educable children twenty-five per cent. So you see it is only a question of time when we will be bankrupted and have no schools, but if the Legislature will take this under due advisement and establish a system by which the just valuation could be had, we would have good schools for longer periods and with less taxation.

14. In your opinion, is your enumeration, the basis of the State distribution, etc.

I think not; it is less than my teachers, though I do not think they are correct, but I will have them to be more particular.

15. Would you approve a law allowing trustees to open schools at any time during the year? Also making nine square miles the district?

I think it would give more general satisfaction to the people to allow the trustees such privilege, but I doubt the wisdom. I see no objection to the nine miles law.

16. Condition of your 16th sections.

All sold and squandered before the war.

17. How many months' warrants have to be sold at a discount?

Two and one-half.

18. Your opinion of continuous sessions.

I think it the only salvation of the public schools. I know there are many who object to it on account of working their children, but the money is appropriated for the benefit of the child and not the parent, and every educator knows that to go awhile and then stop awhile is equivalent to not going at all; even irregular attendance works a great drawback to the pupil and a certain barrier to thorough training. The law is so arranged now that but little inconvenience or loss of work is necessary, for four months can be had either in the winter or summer term with little loss of time.

YAZOO COUNTY.

A. M. HICKS, SUPERINTENDENT.

I have the honor, in compliance with your request, to submit the following answers to your interrogatories:

1. The public school system, in its operations in this county, has met with decided success. The schools are in a more prosperous condition than at any time since the establishment of the present system. The daily average attendance of pupils was, during the last scholastic year, six hundred and twelve more than in any former year. The present law, though much disapproved of by some at the outset, grows more into favor as it becomes better understood, and already the privileges and blessings of public education are beginning to be appreciated by a majority of the citizens of this county. Wise legislation, a sufficient means and judicious management, can hardly fail to make the system a perfect success.

2. The law should be so amended as to require each school district to provide its own school buildings, furniture, etc., and to keep the same in repair, and to this end, upon a petition of a majority of the patrons of any school district that the Board of Supervisors be required to collect a tax from said district sufficient to erect or repair school buildings. A great many of the districts have already erected school-houses at their own expense, and it would be unjust to tax them to assist in building houses for other districts. It is also almost impossible to have houses erected by private subscription, for generally there are only a very few that are willing to subscribe, and the whole burden falls on a few. That the law be changed so as allow a supplementary examination on the fourth Monday in October, for those who were necessarily absent in September, and that the fee for such examination be one dollar for each applicant.

3 Answered above. See question 1st.

4. Great improvement in the qualifications and efficiency of teachers.

5. The school districts are so defined that the boundary lines of any district in any direction are half-way between the school of the given district and the surrounding schools.

6. Have not yet had maps prepared.

7. Yes.

8. Fifteen.

9. Yes.

10. The system of examination is beneficial. It compels those who desire to teach to do something toward self improvement. Physiology and natural philosophy should be dropped, as too much time is frequently devoted to these studies to the exclusion of more important ones.

11. The visitation by the Superintendent has been of decided benefit. In my tour among the schools, I was received most cordially. In many instances the patrons met me in the school-room, and by their presence manifested their appreciation of the teacher's fidelity and the pupil's advancement. Have three Institute Districts. Managers are Professors J. H. Leckey, J. W. Chambers and E. B. Pearce.

12. A good many are in a bad condition. Out of the one

hundred and twenty houses, seventy-five are frame buildings, and forty five log. Eighty have desks, black-boards, etc.

13. I do not. See my answer to second question.

14. It is not correct. The teachers enumeration was very imperfect. I think it will be much better this year, in consequence of your change in the form of blank reports, compelling the teachers to make a Term Report, including the enumeration of children in their respective districts not attending school.

15. I would not.

16. Total number acres school land in this county, 18,660. Total number of sixteenth sections, 31. Entire sections lying wholly in the county, 27. Part sections lying partly in the county, 4. By the Act of the Legislature of Mississippi of February 27th, 1883, certain sureties, elected by the resident heads of families in each township, were authorized to lease the sixteenth section lands of the township, at auction, to the highest bidder, for ninety-nine years. Under an Act of Congress passed May 19th, 1852, the Legislature of the State was authorized to sell and convey, in fee simple, or lease for a term of years, all the lands appropriated by Congress for the use of schools, upon the consent of a majority of the inhabitants of such township. The proceeds arising from such sale or leases were to be invested under the direction of the Legislature, and appropriated for the use of schools within such township. The Act also ratified the sale made before the law went into effect. By the authority of these Acts sixteen entire sections, and part of three sections—containing 11,860 acres—were leased for ninety-nine years, and the proceeds arising from said leases loaned out, with ten per cent. interest to what was supposed responsible parties. Under the provisions of section 2055. Revised Code of 1871, the management of collecting claims due the State, on account of sixteen section lands and funds, was placed in the hands of the County Superintendent and Board of School Directors, and claims for lease and loans, including the interest thereon, amounting in this county, to the large sum of \$86,568.96, came into the possession of these officers. Owing to the insolvency of the debtors, only \$12,800 of the claims were collected. This sum, with the accumulated interest, amounting to \$16,000, was lost by robbery of the County Treasurer in 1876. And this large sum (\$86,568.96) is a permanent loss. At this time there are only six sections, or parts of sections—containing 2120 acres—under the control of trustees and leased from year to year, or for a term of years. The remaining nine sections or parts of sections—containing 11,860 acres—are under no control, being mostly wild lands. I respectfully suggest that some suitable person be appointed in each county, to investigate the condition of these lands—by what authority they are held, how occupied, their value, and how they can best be used to increase the school fund.

17. None.

18. I am decidedly in favor of continuous sessions.

COUNTY SUPERINTENDENTS.

Adams	J. W. Henderson .. .	Natchez.
Alcorn	J. R. Reynolds.....	Corinth.
Amite.....	J. R. Galtney.....	Liberty.
Attala.....	J. S. Smith	Kosciusko.
Benton	L. E. Lipford.....	Ashland.
Bolivar.....	Fred Clarke	Rosedale
Calhoun.....	T. P. Gibbs.....	Pittsboro.
Carroll.....	Percy R. Somerville...	Carrollton.
Chickasaw.....	C. C. Ross.. . . .	Okolona.
Choctaw.....	J. D. Perkins	Chester.
Claiborne.....	Wm. H. Ker	Port Gibson.
Clarke.....	Alex. Trotter.....	Quitman.
Clay.....	John A. Stevens.. . . .	West Point.
Coahoma	W. W. Lee	Clarksdale.
Copiah.....	D. S. Burch.....	Hazlehurst.
Covington.....	T. A. Gibson.....	Williamsburg.
DeSoto.....	Wm. H. Johnston	Hernando.
Franklin.....	A. J. Everett.....	Meadville.
Greene.....	W. W. Thompson.....	Leakesville.
Grenada.....	R. Horton	Grenada.
Hancock.....	J. S. Otis	Logtown.
Harrison.....	C. D. Lancaster.....	Biloxi.
Hinds.....	C. S. North.....	Raymond.
Holmes.....	G. T. Hamilton	Lexington.
Issaquena.....	J. R. Yerger.....	Mayersville.
Itawamba.....	G. W. Bennett.....	Fulton.
Jackson.....	H. L. Howze.	Moss Point.
Jasper.....	A. N. W. Smith	Heidelberg.
Jefferson.....	J. D. S. Davenport.....	Fayette.
Jones.....	H. C. Smith.....	Ellisville.
Kemper.....	J. H. Currie.....	DeKalb.
Lafayette.....	P. A. Rush.....	Oxford.
Lauderdale.....	M. H. Whitaker.....	Meridian.
Lawrence.....	W. F. McInnis	Monticello.
Leake.....	J. C. Triplett.....	Carthage.
Lee.....	W. E. Pegues.....	Tupelo.
Leflore.....	A. McC. Kimbrough.....	Greenwood.
Lincoln.....	J. M. Grafton.....	Brookhaven.
Lowndes	W. L. Lipscomb.....	Columbus.
Madison.....	W. J. Mhoon.....	Canton.

Marion.....	H. A. Barnes, ...	Columbia.
Marshall.....	E. D. Miller.	Holly Springs.
Monroe.....	E. P. Thompson.....	Aberdeen.
Montgomery.....	W. E. Simpson.....	Winona.
Neshoba.....	R. M. Evans.	Philadelphia.
Newton.....	Eugene Carlton.....	Decatur.
Noxubee.....	E. A. Pace.....	Macon.
Oktibbeha.....	L. A. Fort.....	Starkville.
Panola.....	J. A. Rainwater.....	Sardis.
Perry.....	J. M. Smith.	Hattiesburg.
Pike.....	S. A. Matthews.....	Summit.
Pontotoc.....	A. A. Newell.....	Pontotoc.
Prentiss.. . . .	C. R. Lacey.....	Booneville.
Quitman.....	F. M. Hamblet.....	Belen.
Rankin.....	Wm. Reber.....	Brandon.
Scott.....	S. H. Kirkland.....	Forest.
Sharkey.....	J. Kirkman.....	Rolling Fork.
Simpson.....	T. R. Gowan.....	Westville.
Smith.....	T. J. Watkins.....	Raleigh.
Sunflower.....	E. C. Orrick.....	Indianola.
Tallahatchie.....	J. L. McCorkle.....	Charleston.
Tate.....	J. F. Dean.....	Senatobia.
Tippah.....	Chas. M. Thurmond.....	Ripley.
Tishomingo.....	J. W. Jourdan.....	Iuka.
Tunica.....	Z. T. White.....	Austin.
Union.....	M. F. Rogers.....	New Albany.
Warren.....	H. T. Moore.....	Vicksburg.
Washington.....	S. Archer.....	Greenville.
Wayne.....	Truman Gray.....	Waynesboro.
Webster.....	J. E. Clark.....	Walthall.
Wilkinson.....	T. D. Brown.....	Woodville.
Winston.....	A. H. Foster.....	Louisville.
Yalobusha.....	W. T. Wynn.....	Coffeeville.
Yazoo.....	A. M. Hicks.....	Yazoo City.